Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Ymarferydd Gwasanaethau Cymdeithasol

Deall damcaniaethau a modelau a'u perthynas ag ymarfer sy'n canolbwyntio ar yr unigolyn/plentyn a dulliau sy'n seiliedig ar hawliau

Social Services Practitioner

Understand theories and models and their relationship to person/child centred practice and rights based approaches

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Mae'r adnodd hwn wedi'i ddatblygu mewn partneriaeth â'r Consortiwm Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar ran Gofal Cymdeithasol Cymru. Mae'r consortiwm yn cynnwys y partneriaid canlynol:

This resource has been developed in partnership by the Social Services Practitioner (SSP) Consortium on behalf of Social Care Wales. The consortium is made up of the following partners:

Gofal Cymdeithasol Cymru a'i gynghorwyr penodedig sy'n berchen ar hawlfraint y deunyddiau hyn. Gall darparwyr dysgu, awdurdodau lleol a darparwyr gwasanaethau gofal yng Nghymru gopïo, atgynhyrchu, dosbarthu neu drefnu bod y Rhaglen Ddysgu Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael fel arall i unrhyw drydydd parti arall ar sail ddielw yn unig. Rhaid i unrhyw bartïon eraill sy'n dymuno copïo, atgynhyrchu, dosbarthu neu fel arall wneud y Rhaglen Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael i unrhyw drydydd parti arall geisio caniatâd ysgrifenedig Gofal Cymdeithasol Cymru ymlaen llaw.

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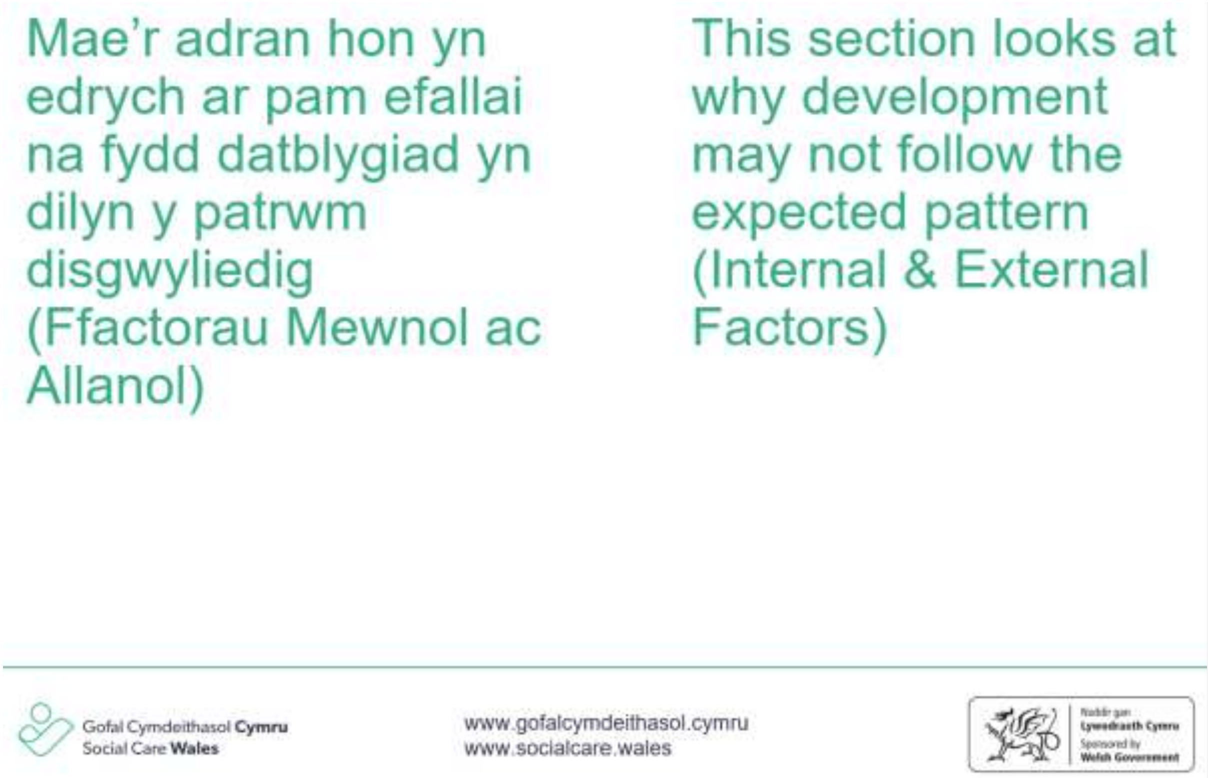
Sgiliau Astudio / Study Skills

- Cyfeirnodi / Referencing
- Darllen / Reading
- Ysgrifenu / Writing
- Myfyrdod Beirniadol / Critical Reflection
- Cyfathrebiad / Communication
- Gwaith Grŵp / Group Work
- Cyflwyniad / Presentation
- Ymchwil / Research
- Sgiliau rhyngbersonol / Interpersonal Skills

Sgiliau Astudio Cudd / Hidden Study Skills

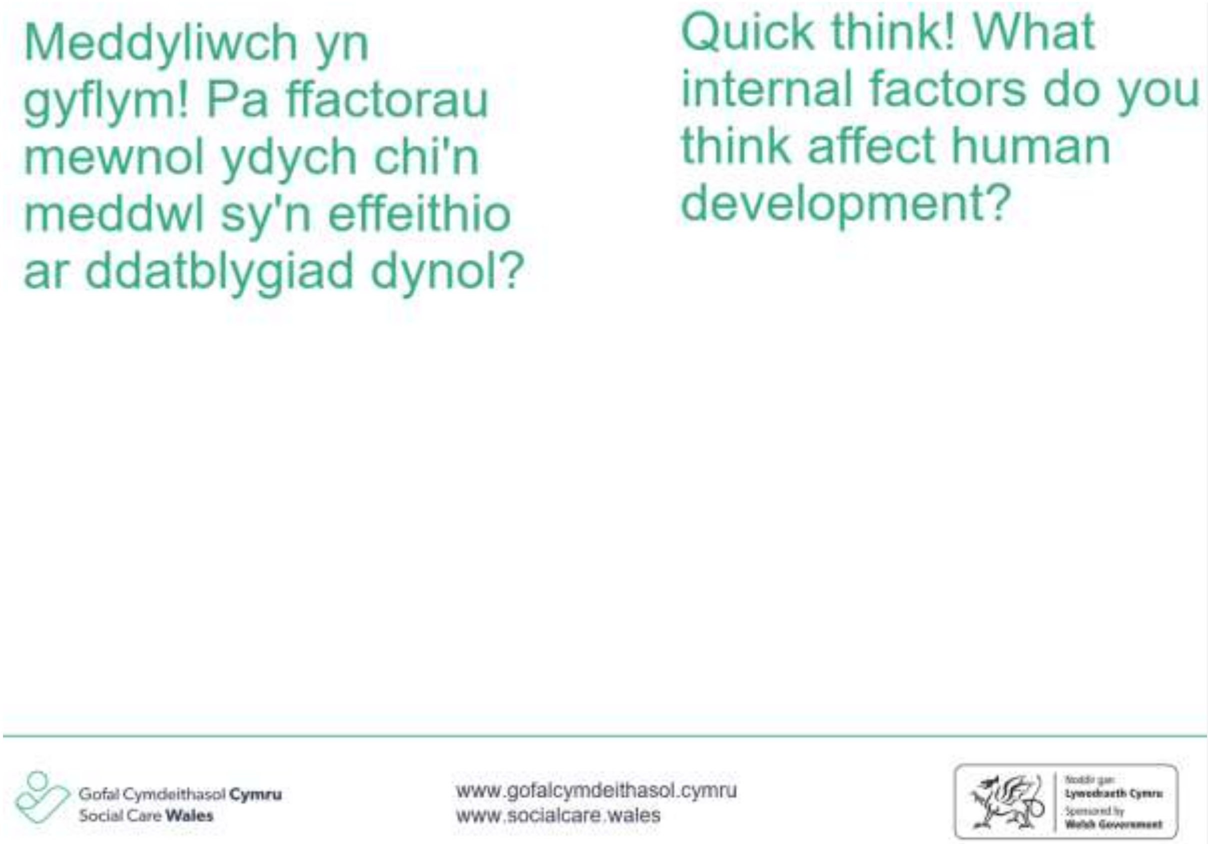
Peidiwch ag anghofio bod amrywiaeth o sgiliau wedi'u gwreiddio, gan gynnwys...	Don't forget there are a range of skills embedded including...
Trefniadaeth	Organisation
Cadw amser	Time keeping
Cynllunio	Planning
Cymryd nodyn	Note taking
Cynllunio Traethawd	Essay planning
Gwrandawiad	Listening
Datrys problemau	Problem solving
Penderfyniadau	Decision making
Cwestiynu	Questioning
Siarad yn effeithiol	Effective speaking
Cyfathrebu llafar	Verbal communication
Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngbersonol hefyd.	Some of these may form part of your Interpersonal Skills too.



Facilitator notes

Welsh
Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig

English
Slide relates to AC 2.6: Why development may not follow the expected pattern



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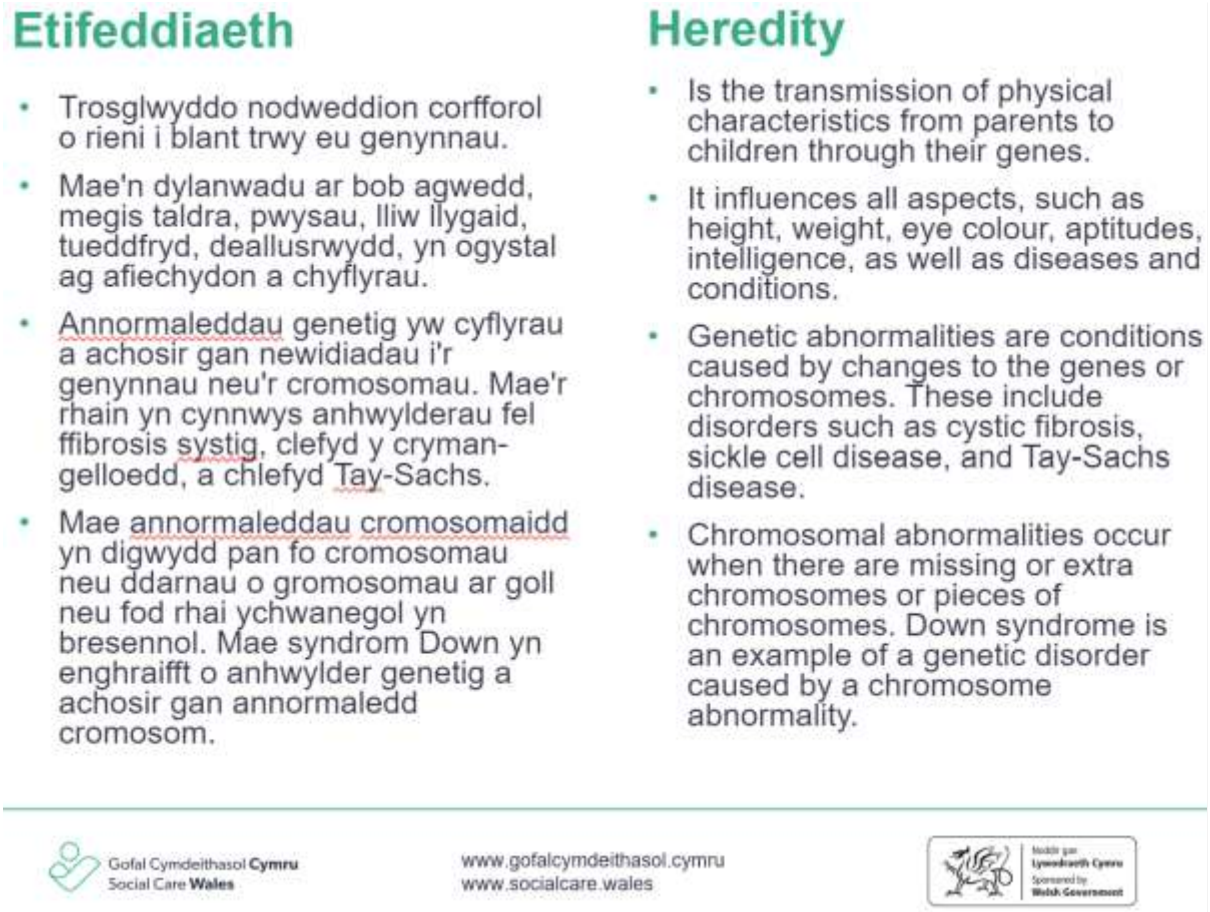


Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig

Ffynhonnell: https://www.nhs.uk/conditions/tay-sachs-disease/

Mae clefyd Tay-Sachs yn gyflwr etifeddol prin sy'n effeithio'n bennaf ar fabanod a phlant ifanc. Mae'n atal y nerfau rhag gweithio'n iawn ac fel arfer mae'n angheuol.

Mae symptomau clefyd Tay-Sachs fel arfer yn dechrau pan fydd plentyn rhwng 3 a 6 mis oed.

Mae'r prif symptomau yn cynnwys:

cael eu synnu'n ormodol gan synau a symudiadau

bod yn araf iawn i gyrraedd cerrig milltir fel dysgu cropian, a cholli sgiliau maen nhw eisoes wedi eu dysgu

bod yn llipa a gwan, sy'n parhau i waethygu nes nad ydynt yn gallu symud (parlys)

anhawster llyncu

colli golwg neu glyw

anystwythder cyhyrau

trawiadau (ffitiau)

Mae'r cyflwr fel arfer yn angheuol tua 3 i 5 oed, yn aml oherwydd cymhlethdodau haint yr ysgyfaint (niwmonia).

Mae mathau mwy prin o glefyd Tay-Sachs yn dechrau'n hwyrach yn ystod plentyndod (clefyd Tay-Sachs ifanc) neu pan fyddant yn oedolion ifanc (clefyd Tay-Sachs sy'n

dechrau'n hwyr). Nid yw'r math sy'n dechrau'n hwyr bob amser yn lleihau disgwyliad oes.

English

Slide relates to AC 2.6: Why development may not follow the expected pattern

Source: https://www.nhs.uk/conditions/tay-sachs-disease/

Tay-Sachs disease is a rare inherited condition that mainly affects babies and young children. It stops the nerves working properly and is usually fatal.

Symptoms of Tay-Sachs disease usually start when a child is 3 to 6 months old.

The main symptoms include:

being overly startled by noises and movement

being very slow to reach milestones like learning to crawl, and losing skills they have already learnt

floppiness and weakness, which keeps getting worse until they're unable to move (paralysis)

difficulty swallowing

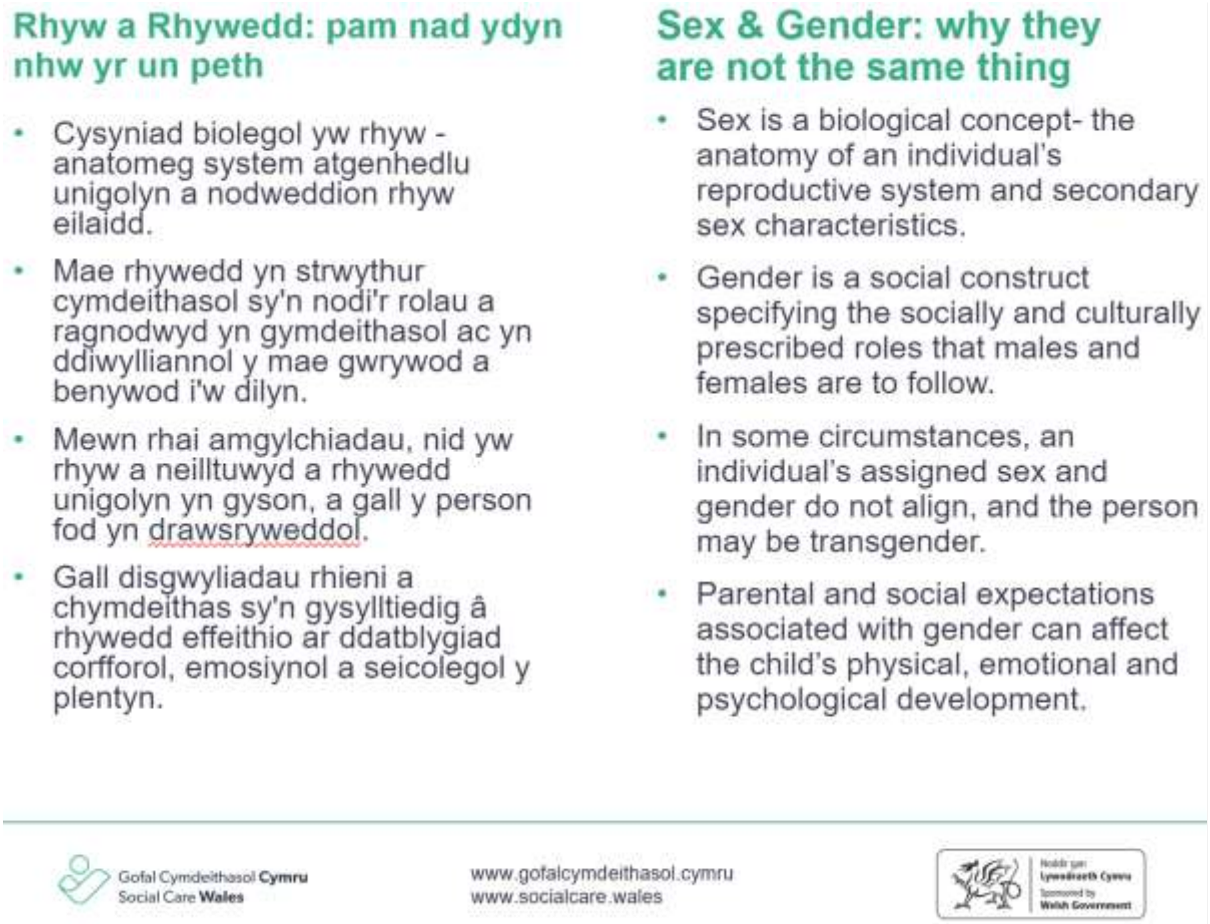
loss of vision or hearing

muscle stiffness

seizures (fits)

The condition is usually fatal by around 3 to 5 years of age, often due to complications of a lung infection (pneumonia).

Rarer types of Tay-Sachs disease start later in childhood (juvenile Tay-Sachs disease) or early adulthood (late-onset Tay-Sachs disease). The late-onset type doesn't always shorten life expectancy.



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Welsh

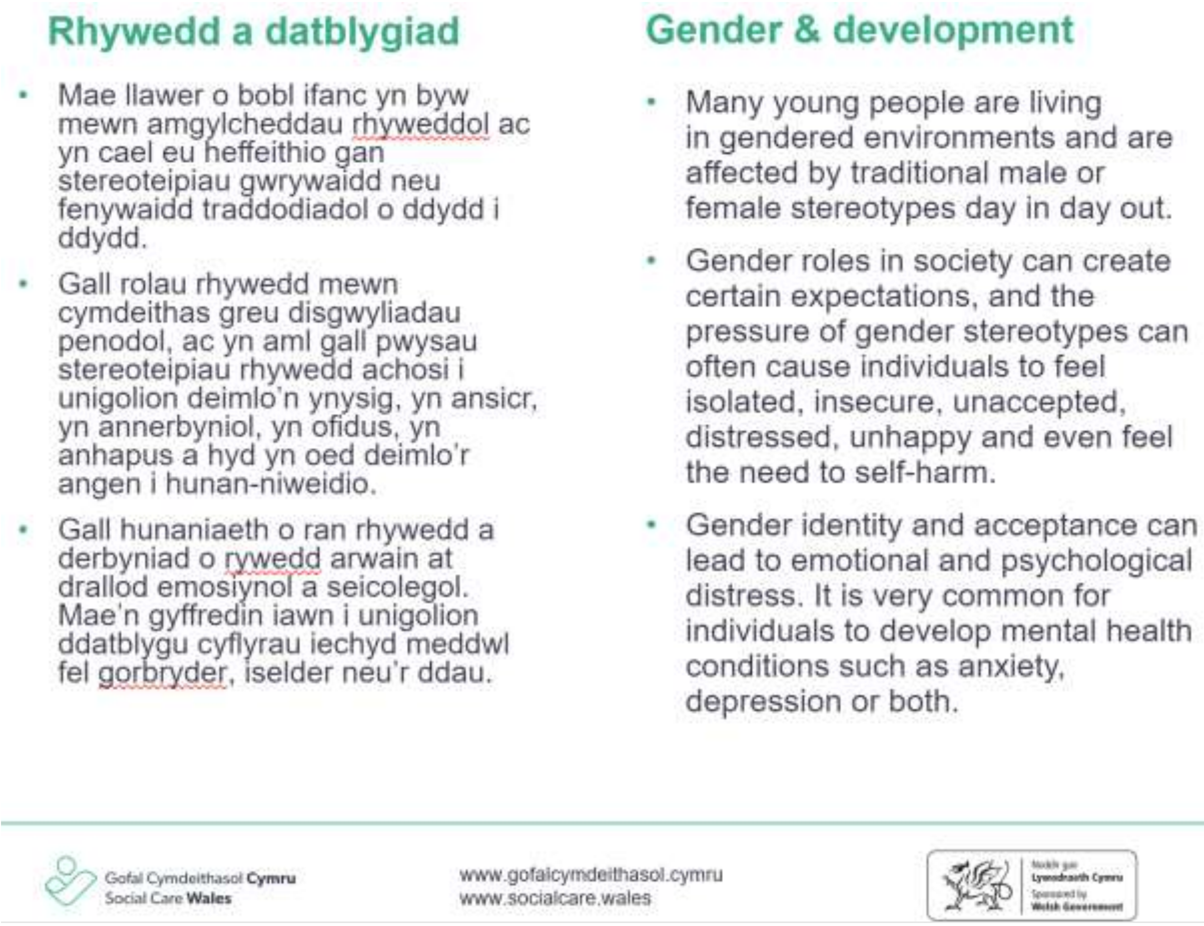
Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig

Mae stereoteipio ar sail rhywedd yn gredoau sydd gan fodau dynol am y nodweddion sy'n gysylltiedig â bod yn wrywaidd neu'n fenywaidd. Gall disgwyliadau cymdeithasol a diwylliannol achosi dysfforia rhywedd, lle mae'r plentyn yn teimlo ei fod wedi'i eni i'r corff anghywir. Dylanwadir ar hyn gan dybiaethau nodweddiadol am ryw, rhywedd a hunaniaeth. Mae disgwyl i fechgyn yn nodweddiadol gysylltu eu hunain â'r lliw glas, gan gynnwys gwisgo dillad sy'n las, chwarae gyda cheir, gynnau tegan ac offer tegan, a gweld rôl y gwryw yn galed, gwydn ac yn gorfforol gryf. Gallant gael eu dylanwadu gan rolau gwrywaidd ystrydebol: adeiladwr, milwr, mecanig, pêl-droediwr neu chwaraewr rygbi. Mae merched fel arfer yn cael eu cysylltu â'r lliw pinc, i wisgo dillad sy'n binc, i chwarae gyda doliau, pramiau, a theganau coginio. Gallant gael eu dylanwadu gan ymddygiadau ac agweddau sy'n ystyried merched yn sensitif, yn addasol, yn famol, yn feddal ac yn addfwyn. Gallant gael eu dylanwadu i ystyried mai rôl menywod yw darparu ar gyfer y gwryw: i goginio, glanhau, gwneud swper a chyflawni rolau fel nyrs, derbynnydd neu fam nad yw'n gweithio.

English

Slide relates to AC 2.6: Why development may not follow the expected pattern

Gender stereotyping are beliefs that humans hold about the characteristics associated with being male or female. Societal and cultural expectations can cause gender dysphoria, where the child feels that they have been born into the wrong body. This is influenced by typical assumptions about sex, gender and identity. Boys are typically expected to associate themselves with the colour blue, including wearing clothes that are blue, play with cars, toy guns and toy tools, and see the role of the male as tough, resilient and physically strong. They may be influenced by stereotypical male roles: builder, soldier, mechanic, footballer or rugby player. Girls are typically aligned with the colour pink, to wear clothes that are pink, to play with dolls, prams, and cooking toys. They might be influenced by behaviours and attitudes that regard women as sensitive, accommodating, maternal, soft and gentle. They may be influenced to regard the role of women as to provide for the male: to cook, clean, make dinner and occupy roles such as a nurse, receptionist or non-working mother.



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Welsh

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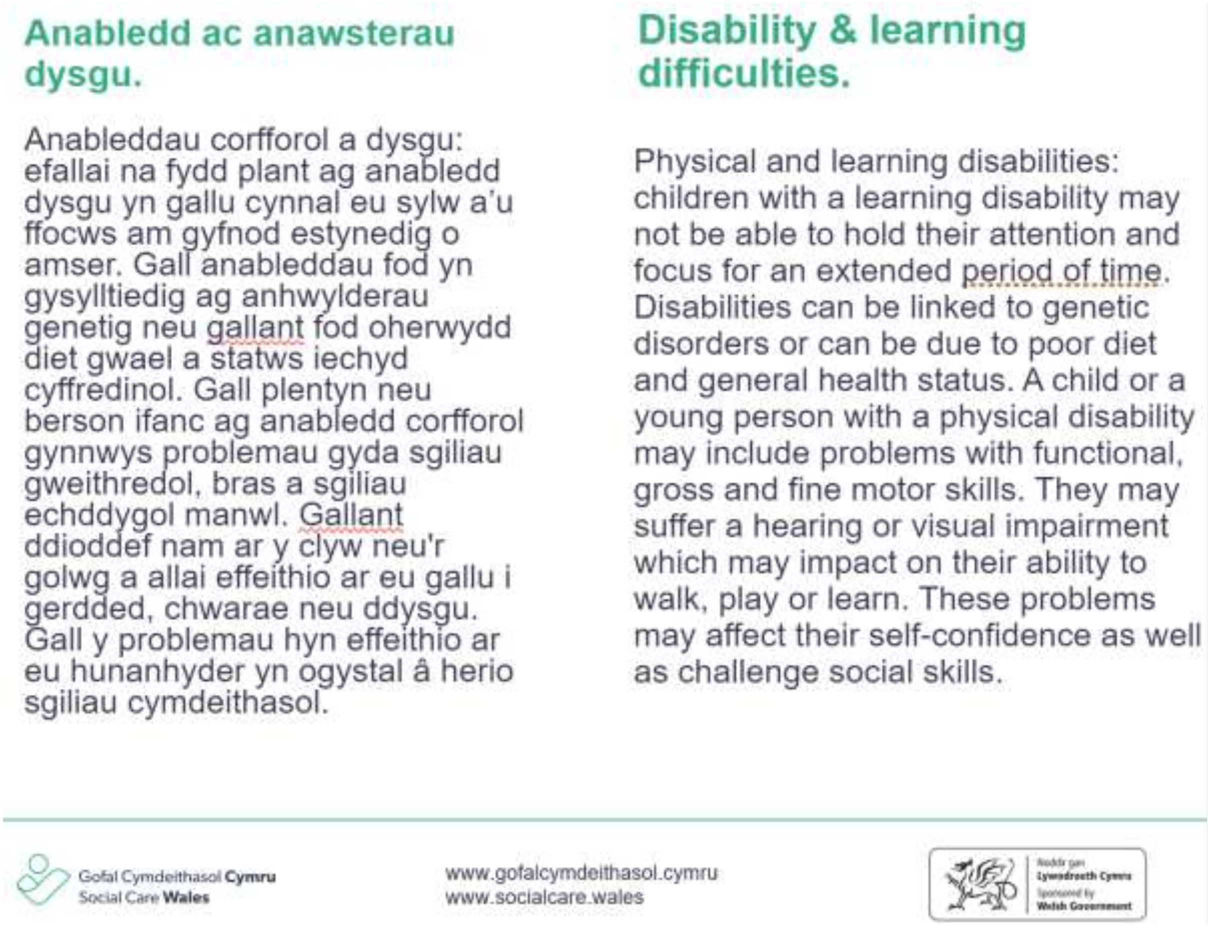
Ffynhonnell: https://www.nhs.uk/live-well/healthy-body/trans-teenager/

English

Slide relates to AC 2.6: Why development may not follow the expected pattern

Source: https://www.nhs.uk/live-well/healthy-body/trans-teenager/



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig
Ymarfer: gellir gofyn i'r grŵp gynnig mathau eraill o anableddau a/neu anableddau dysgu sy'n effeithio ar ddatblygiad. Gallai enghreifftiau gynnwys: dyslecsia, dyspracsia - anhwylder cyffredin sy'n effeithio ar symud a chydsymud, dyscalcwlia - gall achosi i bobl gael trafferth gyda mathemateg, ADHD (Anhwylder Diffyg Canolbwyntio a Gorfywiogrwydd), anhwylder genetig prin sy'n effeithio ar ddatblygiad yr ymennydd, gan arwain at anabledd meddyliol a chorfforol difrifol.

English

Slide relates to AC 2.6: Why development may not follow the expected pattern
Exercise: the group can be asked to propose other forms of disabilities and/or learning disabilities that affect development. Examples might include: dyslexia, dyspraxia- a common disorder that affects movement and co-ordination. , dyscalculia- can cause people to struggle with maths, ADHD (Attention Deficit Hyperactivity Disorder), a rare genetic disorder that affects brain development, resulting in severe mental and physical disability.

Ffactorau negyddol sy'n effeithio ar ddatblygiad dynol: tlodi.

- Tlodi absoliwt (tlodi ffisiolegol): dim digon o fwyd, dŵr, cysgod neu gynhesrwydd.
- Tlodi cymharol (tlodi cymdeithasol): ychydig o arian sydd ar gyfer pryniannau diddorol a ffyrdd cyffrous o fyw.
- Mae gan deuluoedd sy'n dibynnu ar fudd-daliadau ddewisiadau bywyd cyfyngedig. Efallai na fydd y dillad diweddaraf, ceir diogel dibynadwy, yr offer electronig diweddaraf, gwyliau ac yn y blaen, yn ddewisiadau i bobl ar incwm isel. Mae'n rhaid i deuluoedd heb lawer o arian gyfyngu ar yr hyn y gallant ei brynu pan fyddant yn ymweld ag archfarchnad neu ganolfan siopa.

Negative factors that affect human development: poverty.

- Absolute poverty (physiological poverty): not having enough food, water, shelter or warmth.
- Relative poverty (social poverty): there is little money for interesting purchases and exciting lifestyles.
- Families who depend on benefits have limited life choices. The latest clothes, safe reliable cars, the latest electronic equipment, holidays and so on, may not be choices for people on low incomes. Families with little money have to restrict what they can buy when they visit a supermarket or shopping centre.

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Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig

Ffynhonnell: Sefydliad Joseph Rowntree. https://www.jrf.org.uk/our-work/what-is-poverty

- Mae twf a datblygiad yn dibynnu ar lawer o ffactorau gyda rhai yn effeithio ar rai plant yn fwy nag eraill. Gall yr effaith fod yn gadarnhaol yn ogystal â negyddol.
-
- Mae grwpiau allweddol o bobl sy'n gorfod byw ar ychydig iawn o arian yn cynnwys teuluoedd un rhiant, pobl ddi-waith, yr henoed, pobl sy'n sâl neu'n anabl, enillwyr sengl a chyplau di-sgil.
- Mae plant sy'n byw mewn tlodi mewn mwy o berygl o ddioddef diffyg maeth neu o fod dros bwysau. Mae egni maethol yn hanfodol ar gyfer datblygiad yr ymennydd a chorfforol.
- Mae plant sydd bob dydd yn wynebu anniogelwch, ansicrwydd, a phenderfyniadau amhosibl am arian, yn golygu eu bod yn wynebu ymyleiddio – a hyd yn oed gwahaniaethu – oherwydd eu hamgylchiadau ariannol. Gall

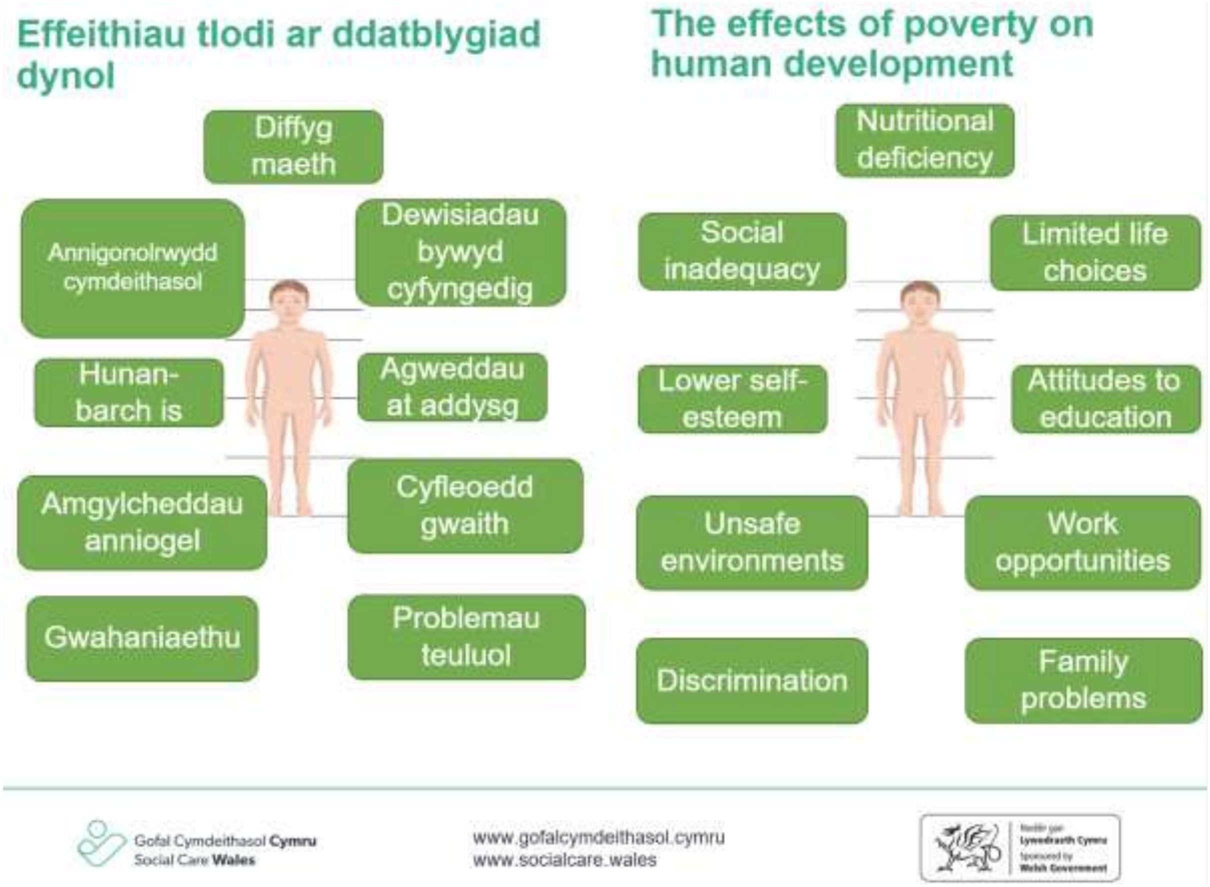
y straen cyson y mae'n ei achosi arwain at broblemau sy'n amddifadu pobl o'r cyfle i chwarae rhan lawn mewn cymdeithas.

English

Slide relates to AC 2.6: Why development may not follow the expected pattern

Source: Joseph Rowntree Foundation. https://www.jrf.org.uk/our-work/what-is-poverty

- Growth and development are dependent on many factors with some affecting some children more than others. The impact can be positive as well as negative.
-
- Key groups of people who have to live on very little money include one parent families, people who are unemployed, elderly people, people who are sick or disabled, single earners and unskilled couples.
- Children who live in poverty stand a higher risk of being malnourished or overweight. Nutritional energy is vital for brain and physical development.
- Children who every day face insecurity, uncertainty, and impossible decisions about money, means that they face marginalisation – and even discrimination – because of their financial circumstances. The constant stress it causes can lead to problems that deprive people of the chance to play a full part in society.



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig
Dyma rai o ganlyniadau tlodi:
problemau iechyd
problemau tai
bod yn ddioddefwr neu'n gyflawnwr trosedd
problemau cyffuriau neu alcohol
cyflawniad addysgol is
tlodi ei hun – mae tlodi yn ystod plentyndod yn cynyddu'r risg o ddiweithdra a chyflogau isel pan yn oedolion, a llai o gynilion yn ddiweddarach mewn bywyd
digartrefedd
dod yn rhieni yn ystod yr arddegau
problemau perthnasoedd a theuluol
effeithiau biolegol – gall tlodi yn gynnar ym mywyd plentyn gael effaith niweidiol ar ddatblygiad ei ymennydd

English

Slide relates to AC 2.6: Why development may not follow the expected pattern
Some of the consequences of poverty are:
health problems
housing problems

being a victim or perpetrator of crime
drug or alcohol problems
lower educational achievement
poverty itself – poverty in childhood increases the risk of unemployment and low pay in adulthood, and lower savings in later life
homelessness
teenage parenthood
relationship and family problems
biological effects – poverty early in a child's life can have a harmful effect on their brain development

Ffactorau cymdeithasol ac emosiynol gydol oes

- Gall tai o ansawdd gwael arwain at iechyd meddwl gwael a thrais domestig. Gall plant deimlo'n orbryderus a gall hefyd arwain at ynysu cymdeithasol gan fod unigolion yn teimlo na allant wahodd eraill i'w cartref.
- Gall amodau tai gwael arwain at gyfleoedd bywyd gwael i blant oherwydd diffyg cyfleusterau yn yr ardal fel ysgolion da, mannau cymdeithasol a mynediad at ofal iechyd da.
- Efallai na fydd plant byth yn gwybod i ble y byddant yn cael eu symud nesaf a gall hyn achosi pryder, iselder ysbryd a phroblemau ymddygiad. Gallant hefyd brofi gorfywiogrwydd, ymddygiad ymosodol, gwlychu'r gwely a baeddu.

Social and emotional factors across the lifespan

- Poor quality housing can lead to poor mental health and domestic violence. Children can feel anxious, and it can also lead to social isolation as individuals feel unable to invite others into their home.
- Poor housing conditions can lead to poor life chances for children due to lack of facilities in the area such as good schools, social spaces and access to good healthcare.
- Children may never know where they will be moved to next, and this can cause anxiety, depression, and behavioural problems. They may also experience hyperactivity, aggression, bedwetting and soiling.

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<u>Welsh</u>

Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig

- Mae plant sy'n byw mewn llety dros dro cyfyng yn cael eu heffeithio gan:

- cwsg aflonydd
- diet gwael
- damweiniau
- clefyd heintus.

- Gall eu haddysg ddioddef gan nad oes ganddynt y gofod a'r preifatrwydd sydd eu hangen arnynt i wneud gwaith cartref a chwarae.
- Mae plant sy'n profi digartrefedd neu dai gwael yn ystod eu blynyddoedd ffurfiannol yn aml yn treulio gweddill eu hoes yn cael trafferth dal i fyny. Mae ymchwil yn dangos bod y rhai sy'n dioddef tai gwael yn wynebu risg uwch o ddigartrefedd pan fyddant yn oedolion.
-

Cyfeiriad: Dysgu Iechyd a Gofal Cymru: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_1-2/_multi-lang/factors-affecting-growth-development- and-well-being/4-environmental-factors.html

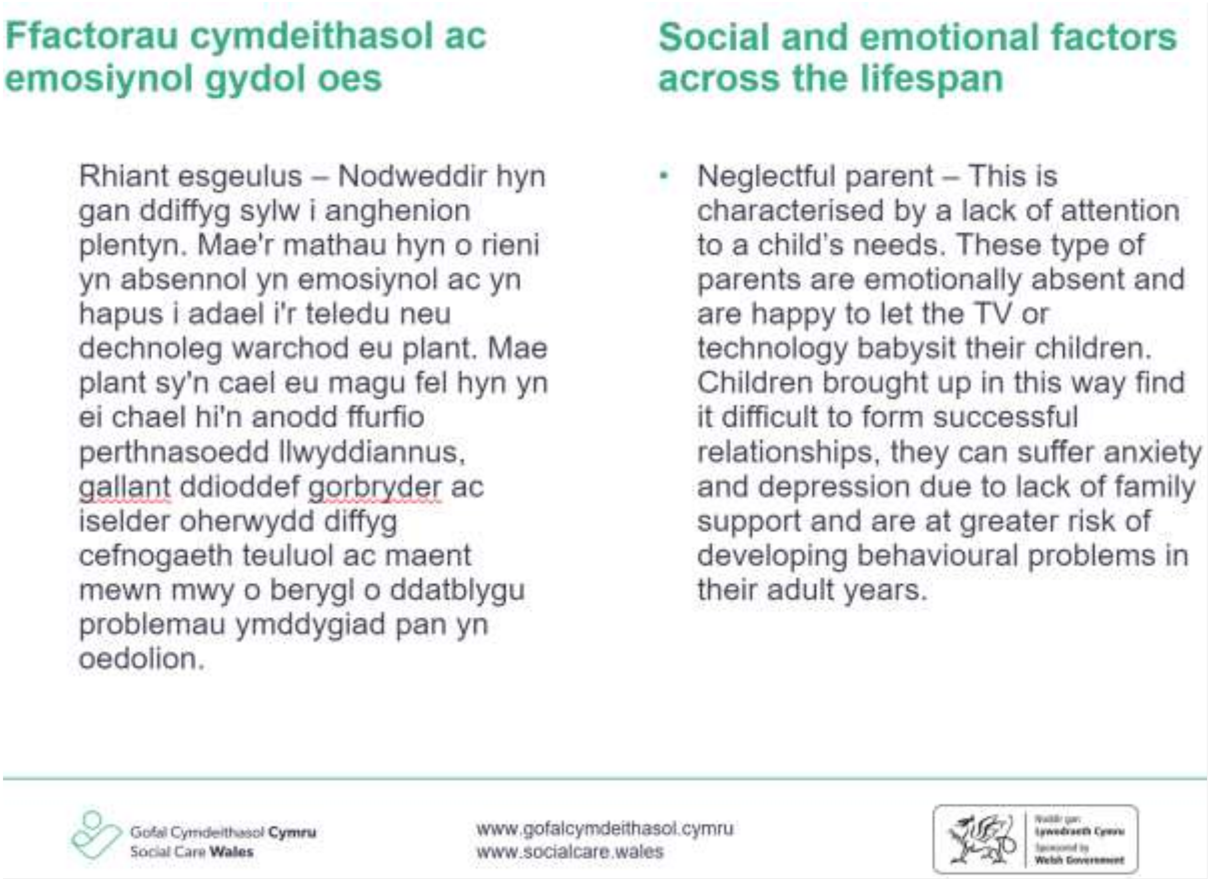
English
Slide relates to AC 2.6: Why development may not follow the expected pattern

- Children living in cramped temporary accommodation are affected by:

- disturbed sleep
- poor diet
- accidents
- infectious disease.

- Their education can suffer as they do not have the space and privacy they need to do homework and play.
- Children experiencing homelessness or poor housing during their formative years often spend the rest of their lives struggling to catch up. Research shows that those who suffer bad housing have an increased risk of homelessness in adulthood.
-

Reference: Health & Care Learning Wales: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_1-2/_multi-lang/factors-affecting-growth-development-and-well-being/4-environmental-factors.html



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(Dysgu Iechyd a Gofal Cymru).

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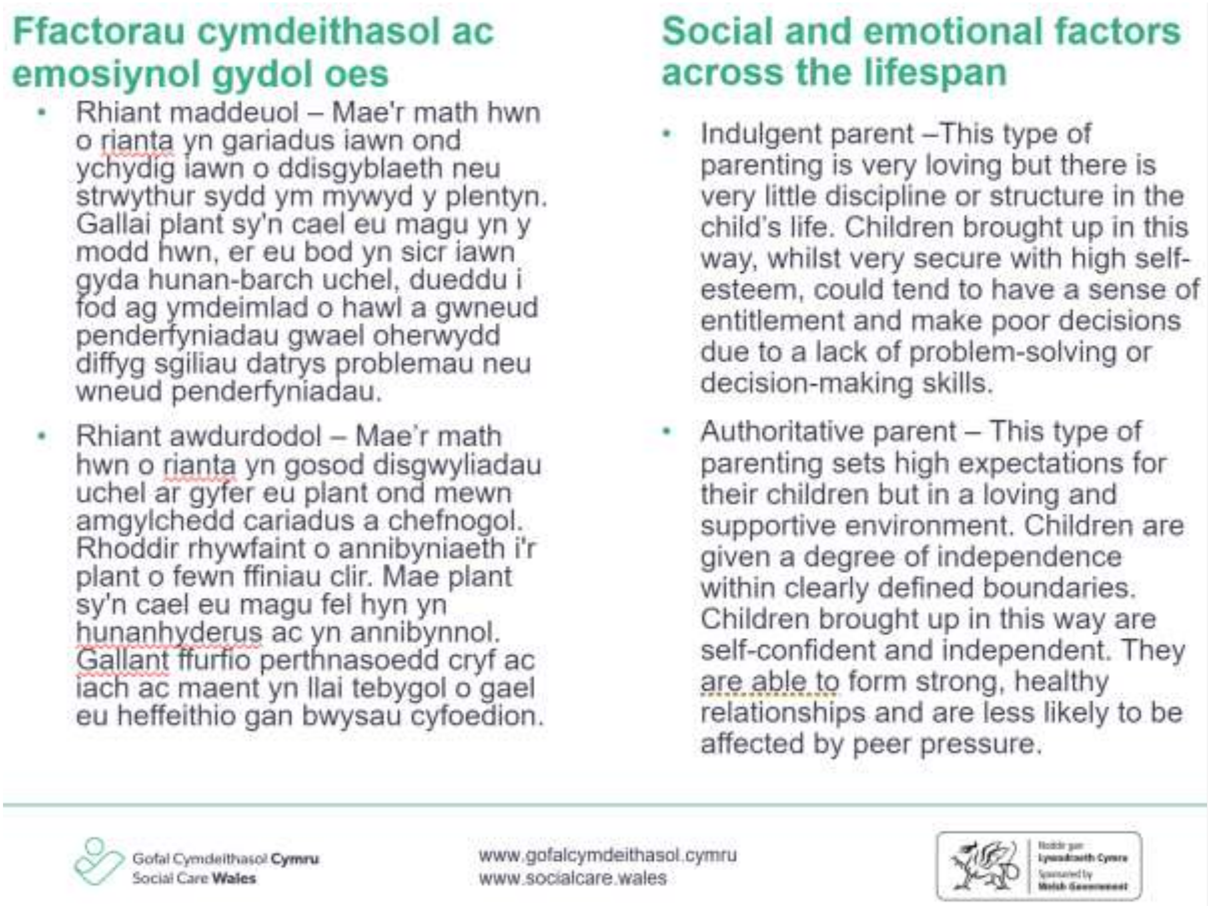

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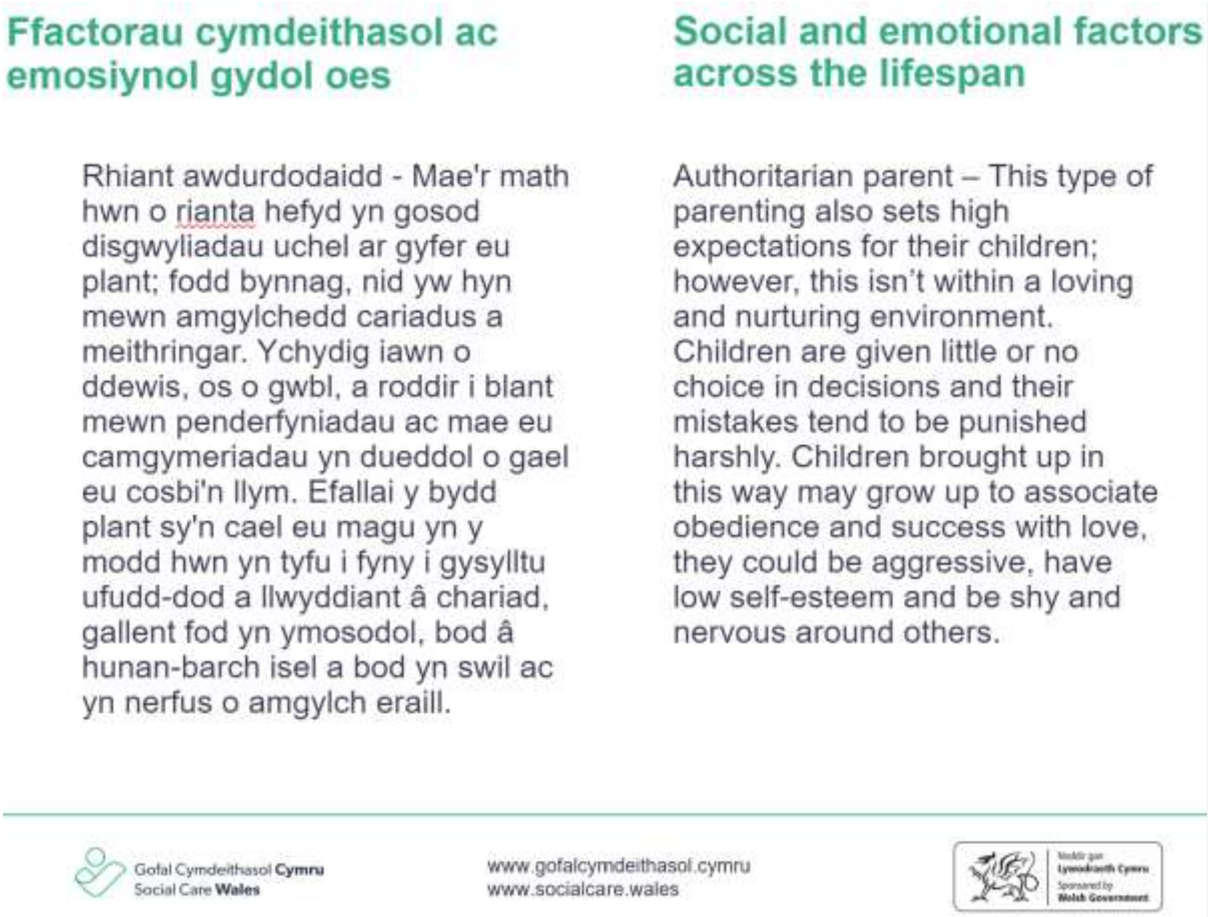

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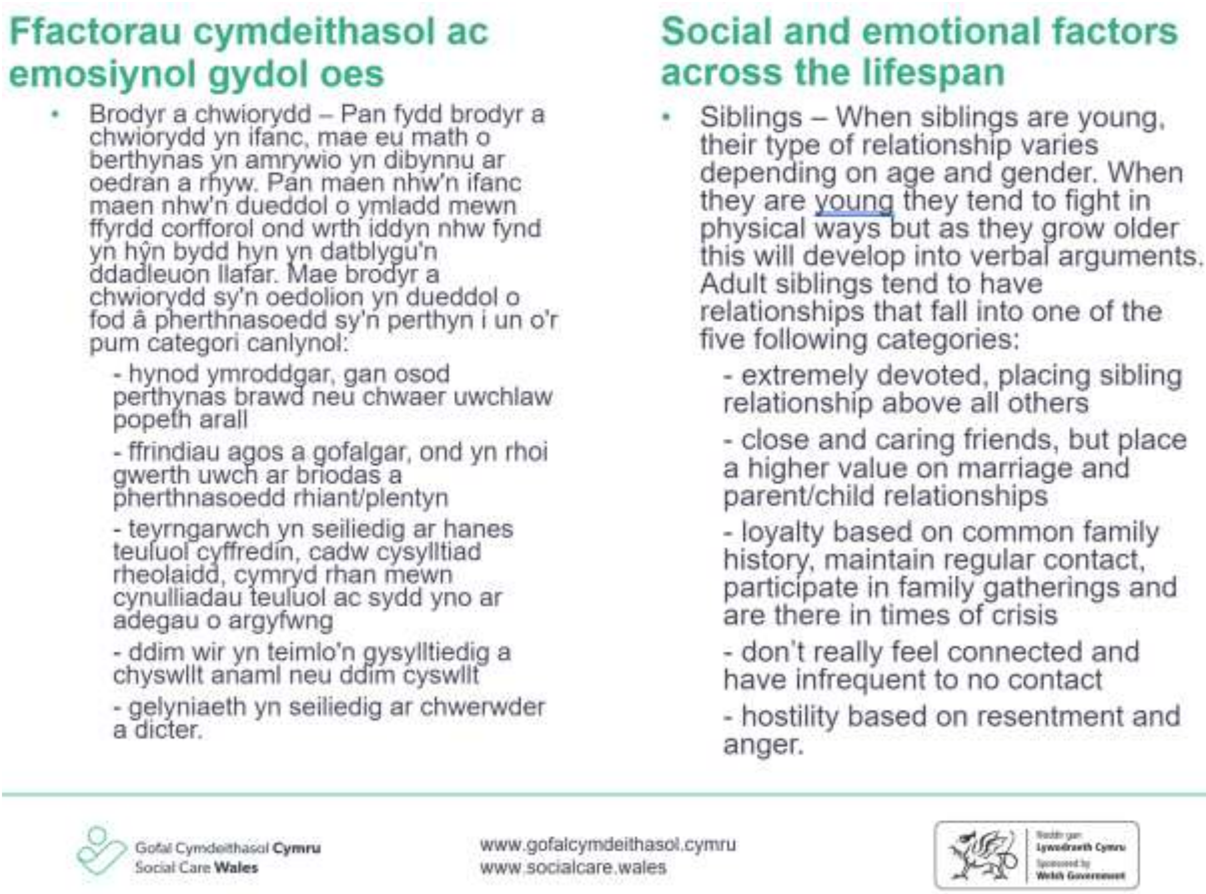

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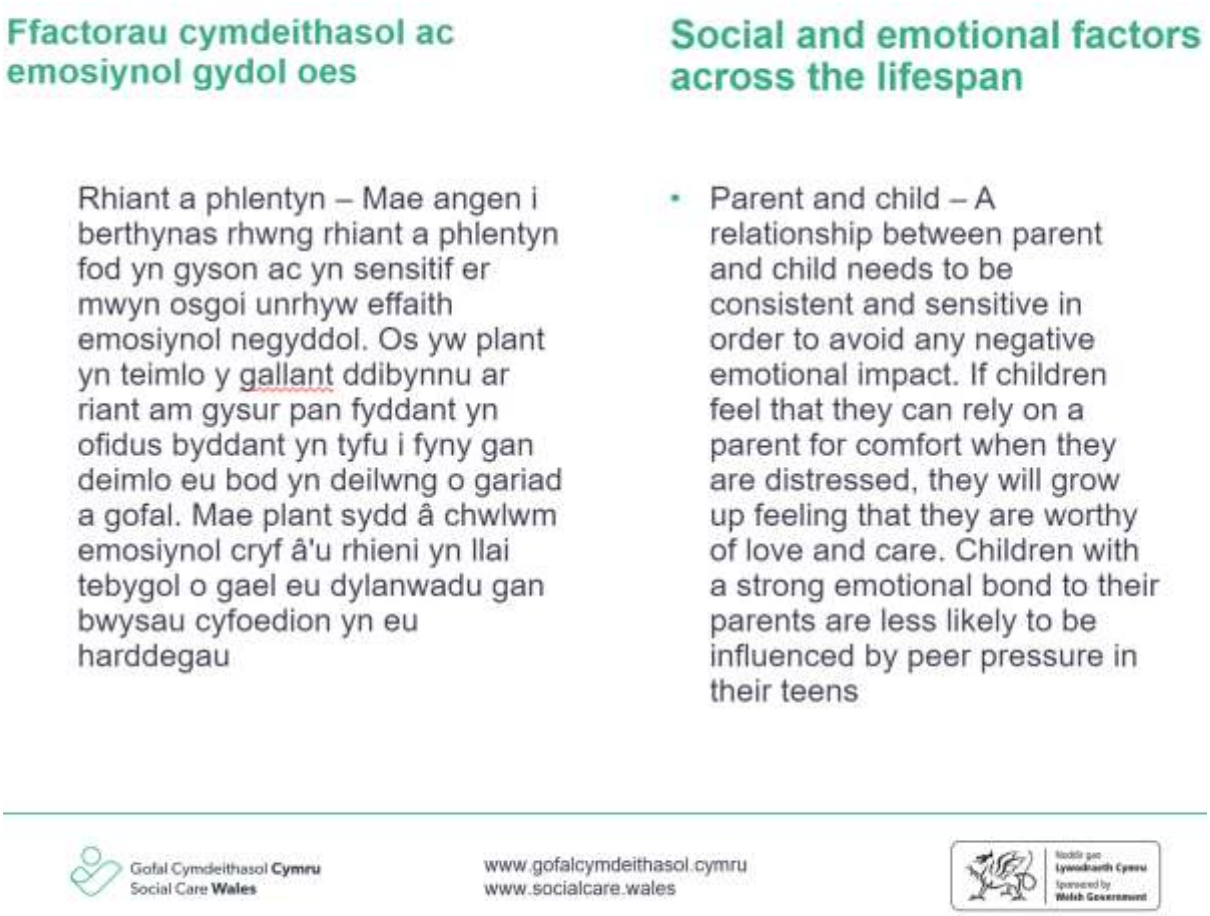

Facilitator notes

<u>Welsh</u>

Sleid yn ymwneud ag AC 2.6: Pam efallai na fydd datblygiad yn dilyn y patrwm disgwyliedig
Cyfeiriad: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_1-2/_multi-lang/factors-affecting-growth-development-and-well- being/2-social-and-emotional-factors.html
(Dysgu Iechyd a Gofal Cymru).

<u>English</u>

Slide relates to AC 2.6: Why development may not follow the expected pattern
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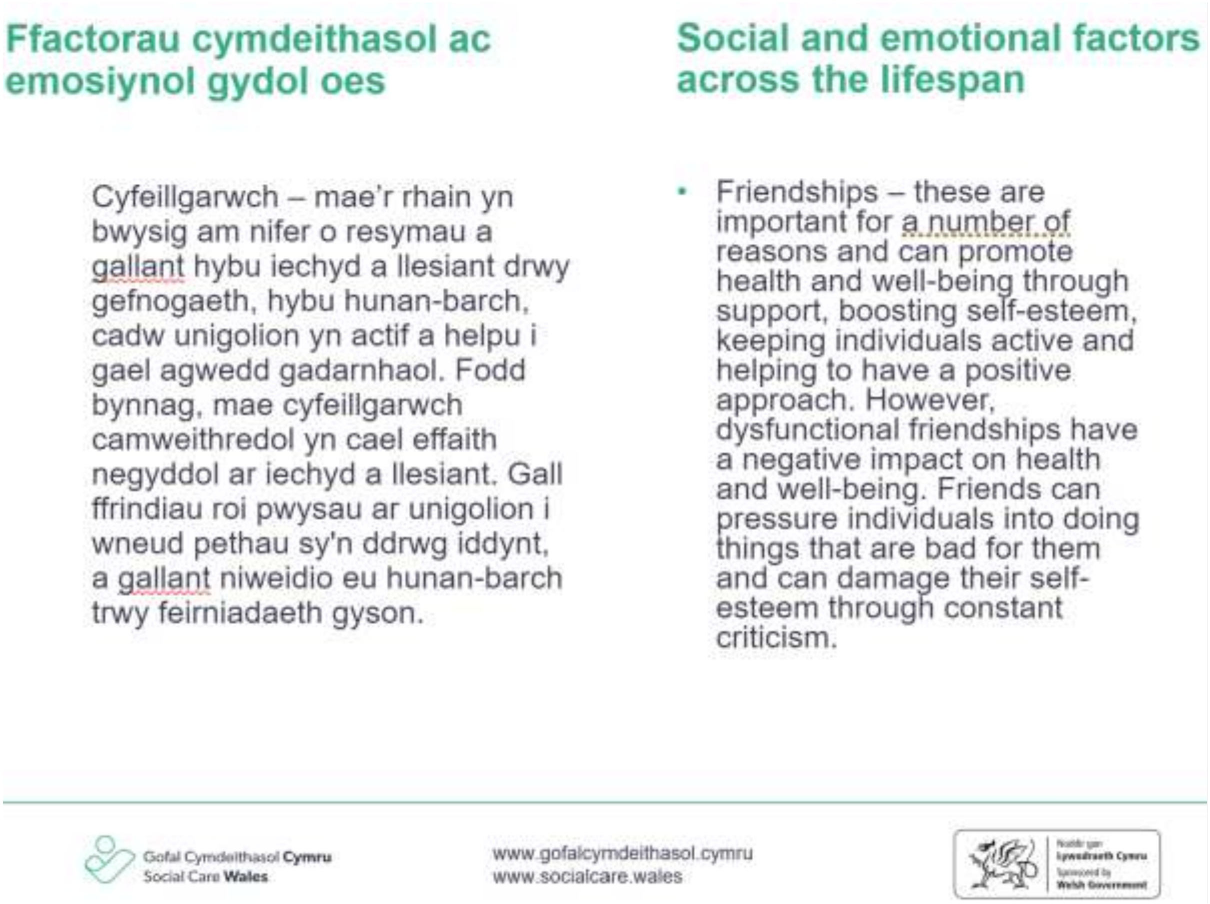

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Ffactorau cymdeithasol ac emosiynol gydol oes

Perthnasoedd agos a rhywiol - Gall y math hwn o berthynas gael effaith gadarnhaol neu negyddol ar iechyd a llesiant. Mae'n bosibl y bydd unigolion yn dueddol o fagu pwysau a bod yn llai gofalus o'u hymddangosiad unwaith y byddant mewn perthynas agos gyfforddus, ond gall y gwrthwyneb ddigwydd, gyda chyplau'n cymell ei gilydd i gadw'n heini a bwyta'n iach. Gall perthnasoedd rhywiol iach leihau lefelau straen, ond os yw un partner yn teimlo dan bwysau i gael perthynas rywiol yna gall hyn achosi straen a phryder.

Social and emotional factors across the lifespan

- Intimate and sexual relationships – This type of relationship can have a positive or negative effect on health and well-being. Individuals may tend to put on weight and take less care of their appearance once they are in a comfortable intimate relationship, however the opposite can happen, with couples motivating each other to keep fit and eat healthily. Healthy sexual relationships can reduce stress levels, but if one partner feels pressured into a sexual relationship then this can cause stress and anxiety.

Facilitator notes

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(Health & Care Learning Wales).

Ffactorau cymdeithasol ac emosiynol gydol oes

- Teuluoedd o'r un rhyw – Ychydig o wahaniaethau sydd i'w gweld rhwng teuluoedd o'r un rhyw a theuluoedd niwclear (mam, tad a phlant). Cyn belled â bod y berthynas rhwng y ddau riant yn iach a'u bod yn caru ac yn cefnogi eu plant yna bydd y plant yn tyfu i fyny yn teimlo'n ddiogel gyda synnwyr da o hunanwerth.
- Teuluoedd niwclear - Cyn belled â bod y berthynas rhwng y ddau riant yn iach a'u bod yn caru ac yn cefnogi eu plant yna bydd y plant yn tyfu i fyny yn teimlo'n ddiogel gyda synnwyr da o hunanwerth.
- Teuluoedd maeth – Mae plant mewn gofal maeth yn aml wedi cael eu cam-drin neu eu hesgeuluso cyn cyrraedd eu rhieni maeth. Oherwydd hyn efallai y bydd eu sgiliau cymdeithasol ar ei hôl hi. Efallai y byddant yn datblygu materion emosiynol, ymddiriedaeth, ac yn ei chael hi'n anodd ffurfio perthnasoedd agos.

Social and emotional factors across the lifespan

- Same sex families – Few differences can be found between same sex families and nuclear families (a mum, dad and children). As long as the relationship between the two parents is healthy and they love and support their children then the children will grow up feeling secure with a good sense of self-worth.
- Nuclear families - As long as the relationship between the two parents is healthy and they love and support their children then the children will grow up feeling secure with a good sense of self-worth.
- Foster families – Children in foster care have often been subject to abuse or neglect before reaching their foster parents. Due to this their social skills may be delayed. They may develop emotional, trust issues, and find it hard to form close relationships.

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Facilitator notes

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(Dysgu Iechyd a Gofal Cymru).
Hefyd:

- Llys-deuluoedd – Mae'r math hwn o deulu yn dod yn fwyfwy cyffredin. Gall ddod â chanlyniadau cadarnhaol a negyddol. Gall plant fwynhau bod yn rhan o deulu mwy, cael mwy o blant i chwarae â nhw a gweld eu rhiant yn hapus. Fodd bynnag, efallai y byddant yn dod â materion heb eu datrys a digio'r teulu newydd, gan arwain at broblemau ymddygiad. Mae'n bosibl y bydd rhieni'n teimlo rhyddhad bod ganddynt unigolyn i rannu'r cyfrifoldebau o ddydd i ddydd ag ef, ond gallant ddioddef o straen a phryder wrth geisio magu plant nad ydynt yn perthyn iddynt.
- Teulu heb blant – gall hwn fod yn ddewis ffordd o fyw a gall ddod ag ymdeimlad mawr o lesiant, gan fod yr oedolion yn dewis treulio eu hamser a'u

harian yn canolbwyntio ar eu perthynas yn hytrach na phlant. Fodd bynnag, os na all cwpl gael plant gall hyn roi straen mawr ar yr unigolion a'r berthynas.

- Teulu estynedig yw'r grŵp teulu ehangach, ac eithrio'r prif ofalwyr a'u plant. Gall gynnwys modrybedd, ewythrod, cefndryd, neiniau a theidiau, brodyr a chwiorydd. Gall bod yn rhan o deulu estynedig cefnogol a gofalgar gael effaith gadarnhaol ar ddatblygiad plentyn. Bydd nifer o bobl i rannu'r rôl ofalu, a bydd gan y plentyn amrywiaeth o fodelau rôl i edrych i fyny atynt. Fodd bynnag, gall teulu estynedig hefyd gael effaith andwyol ar blentyn os oes tensiynau neu faterion rhwng aelodau'r teulu.

English

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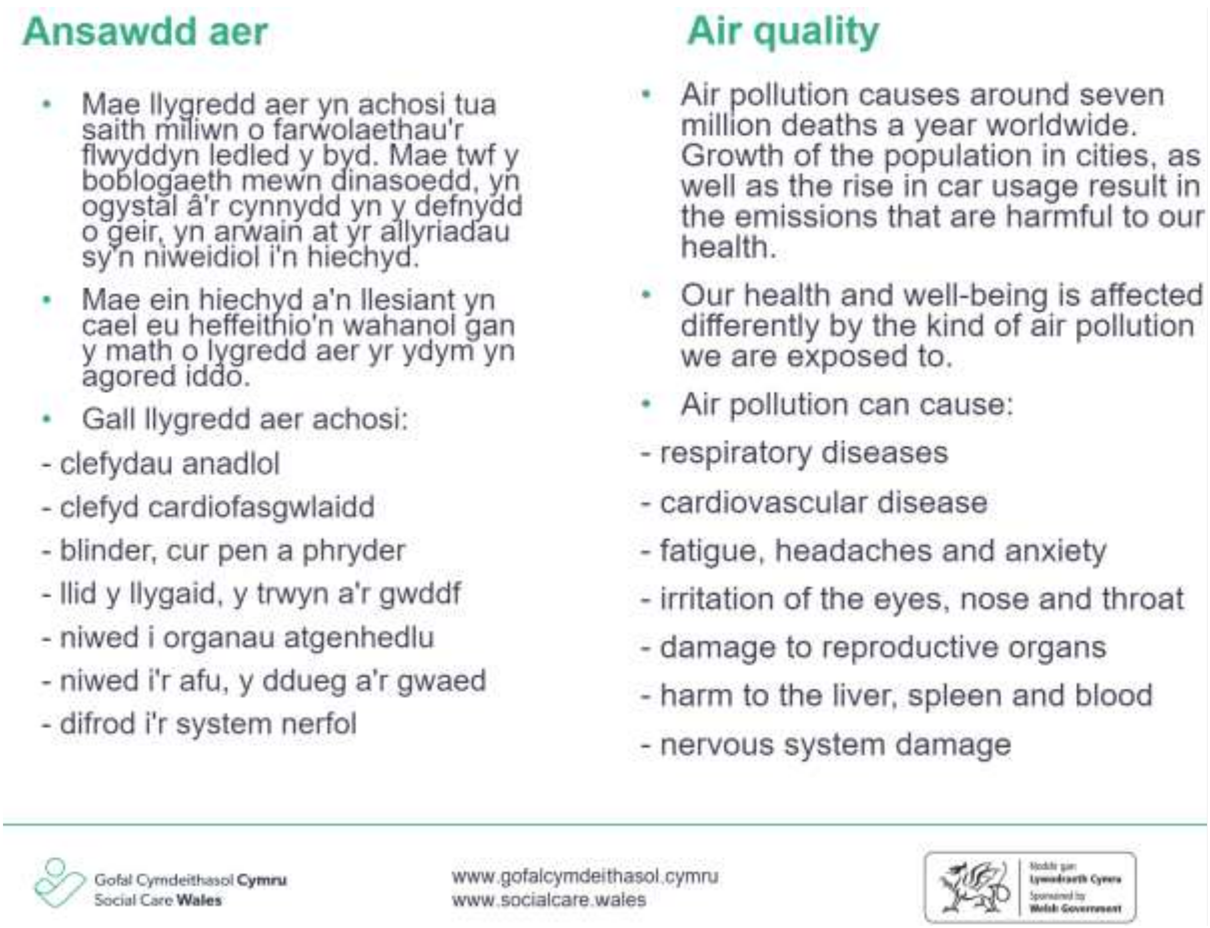
Also,:

- Stepfamilies – This type of family is becoming increasingly common. It can bring positive and negative outcomes. Children may enjoy being part of a larger family, having more children to play with and seeing their parent happy. However, they may come with unresolved issues and resent the new family set-up, leading to behavioural issues. Parents may feel a sense of relief that they have an individual to share the day to day responsibilities with, however they may suffer from stress and anxiety when trying to parent children that are not their own.
- Childless family – this may be a lifestyle choice and can bring a great sense of well-being, as the adults choose to spend their time and money focusing on their relationship rather than children. However, if a couple are unable to have children this can place a great strain on the individuals and the relationship.
- An extended family is the wider family group, other than the main caregivers and their children. It can include aunts, uncles, cousins, grandparents, brothers and sisters. Being part of a supportive and caring extended family can have a positive impact on a child's development. There will be several people to share the caring role, and the child will have a variety of role models to look up to. However, an extended family can also have an adverse effect on a child if there are tensions or issues between family members.



Facilitator notes

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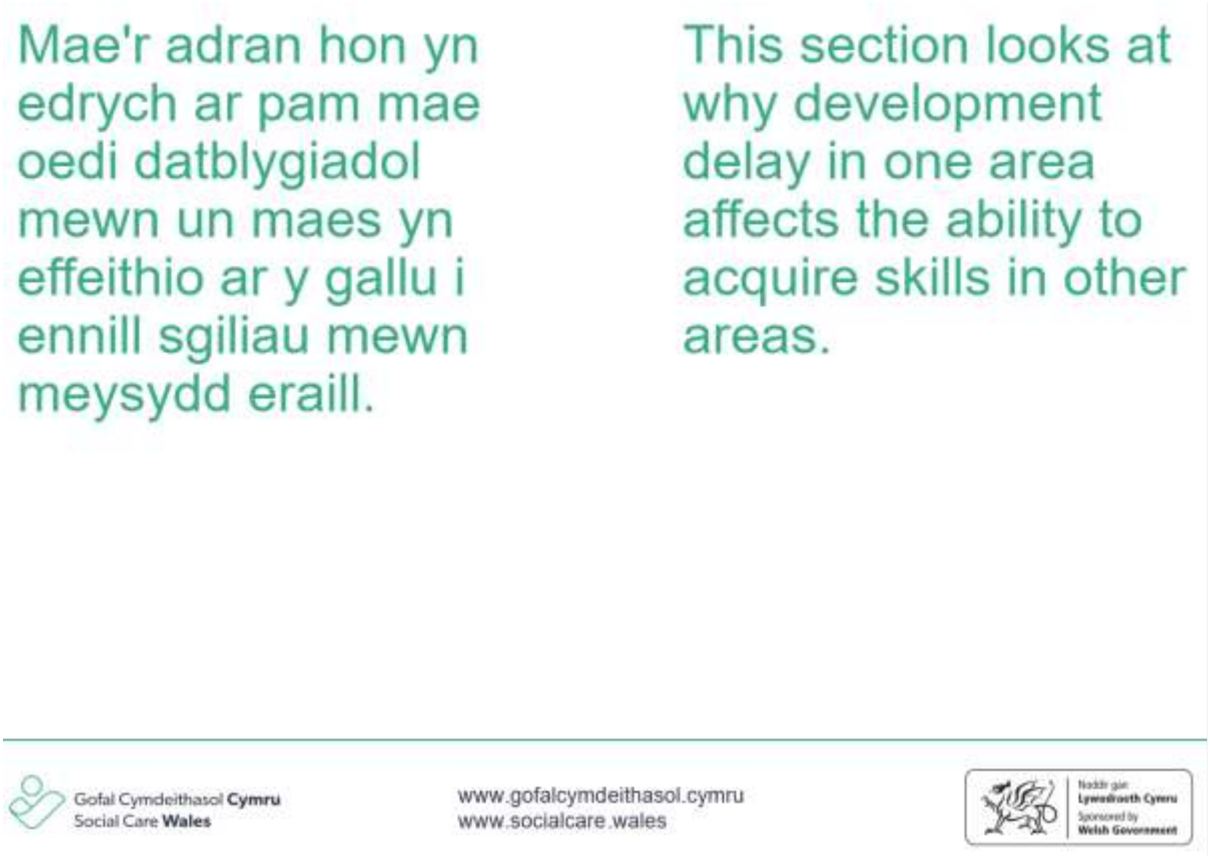

Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.7: Ffyrdd y mae oedi datblygiadol mewn un maes yn effeithio ar y gallu i ennill sgiliau mewn meysydd eraill

English

Slide relates to AC 2.7: Ways in which development delay in one area affects the ability to acquire skills in other areas

Facilitator notes

<u>Welsh</u>
Sleid yn ymwneud ag AC 2.7: Ffyrdd y mae oedi datblygiadol mewn un maes yn effeithio ar y gallu i ennill sgiliau mewn meysydd eraill

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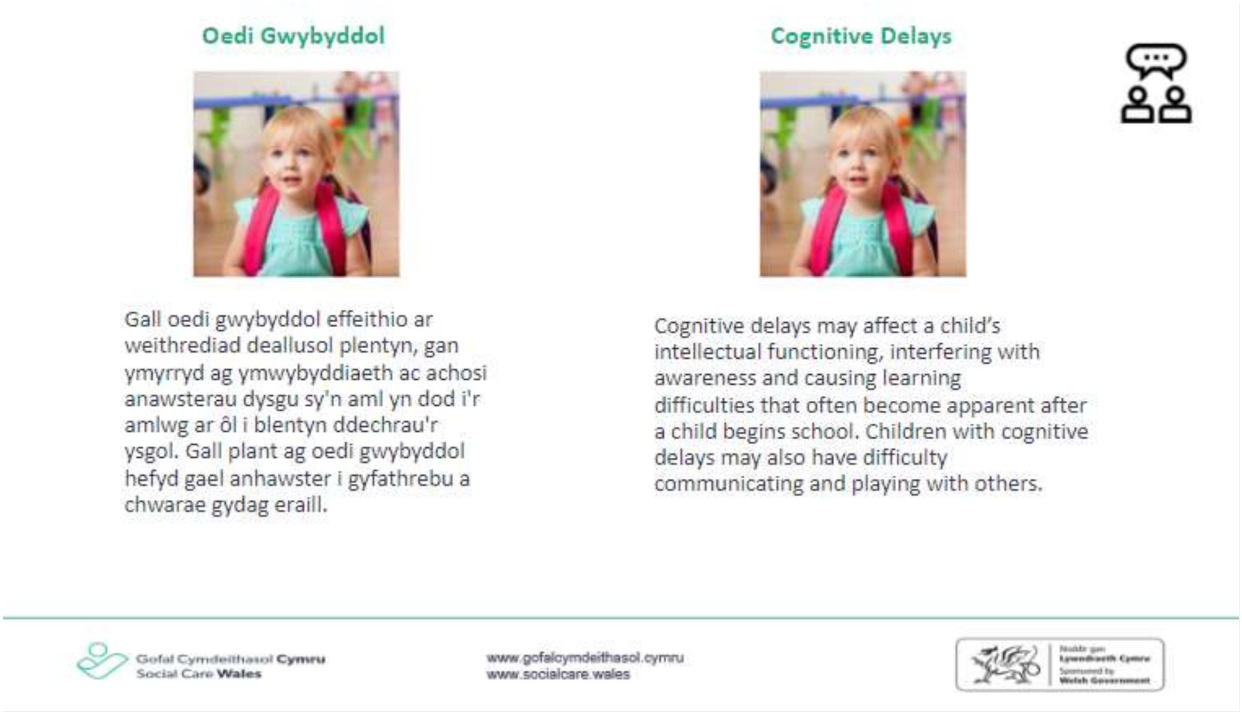

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<u>Welsh</u>
Sleid yn ymwneud ag AC 2.7: Ffyrdd y mae oedi datblygiadol mewn un maes yn effeithio ar y gallu i ennill sgiliau mewn meysydd eraill
Gall y math hwn o oedi ddigwydd mewn plant sydd wedi profi anaf i'r ymennydd oherwydd haint, fel llid yr ymennydd, a all achosi chwyddo yn yr ymennydd a elwir yn enseffalitis. Gall syndrom ysgwyd babanod, anhwylderau ffitiau, ac anhwylderau cromosomaidd sy'n effeithio ar ddatblygiad deallusol, megis syndrom Down, hefyd gynyddu'r risg o oedi gwybyddol. Yn y rhan fwyaf o achosion, fodd bynnag, nid yw'n bosibl nodi rheswm clir dros y math hwn o oedi.

<u>English</u>
Slide relates to AC 2.7: Ways in which development delay in one area affects the ability to acquire skills in other areas
This type of delay may occur in children who have experienced a brain injury due to an infection, such as meningitis, which can cause swelling in the brain known as encephalitis. Shaken baby syndrome, seizure disorders, and chromosomal disorders that affect intellectual development, such as Down syndrome, may also increase the risk of a cognitive delay. In most cases, however, it is not possible to identify a clear reason for this type of delay.

Oedi cymdeithasol, emosiynol ac ymddygiadol

- Mae plant ag anhwylderau niwroymddygiadol fel anhwylder sbectrwm awtistiaeth ac anhwylder diffyg canolbwyntio a gorfywiogrwydd, yn aml hefyd yn wynebu oedi cymdeithasol, emosiynol neu ymddygiadol. Oherwydd gwahaniaethau yn natblygiad yr ymennydd, gallant brosesu gwybodaeth neu ymateb i'w hamgylchedd yn wahanol i blant o'r un oedran. Gall yr oedi hwn gael effaith ar allu plentyn i ddysgu, cyfathrebu a rhyngweithio ag eraill.

Social, emotional and behavioural delays

- Children with neurobehavioral disorders such as autism spectrum disorder and attention deficit hyperactivity disorder, often also have social, emotional, or behavioral delays. Due to differences in brain development, they may process information or react to their environment differently than children of the same age. These delays can have an impact on a child's ability to learn, communicate, and interact with others.

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Facilitator notes

<u>Welsh</u>

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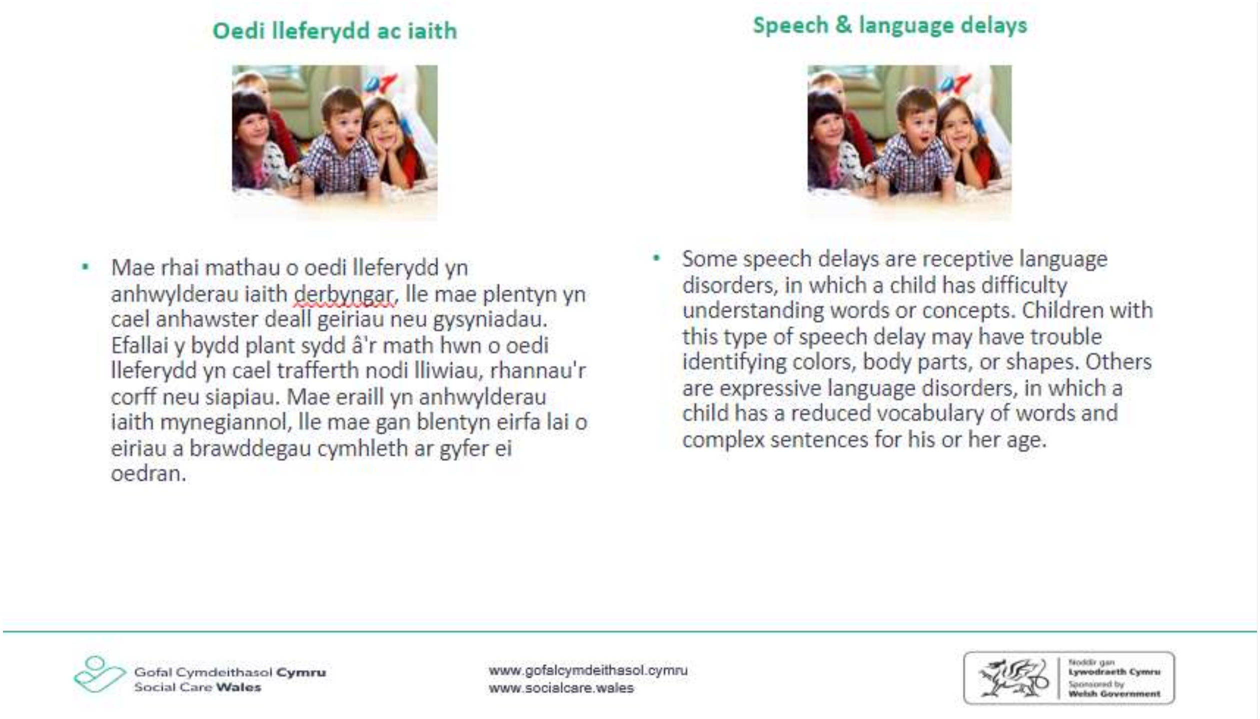
Mae'n gyffredin i blant ag oedi datblygiadol gael anhawster gyda sgiliau cymdeithasol ac emosiynol. Er enghraifft, efallai y byddant yn cael trafferth deall ciwiau cymdeithasol, cychwyn cyfathrebu ag eraill, neu gynnal sgyrsiau dwy ffordd. Gallant hefyd gael anhawster i ddelio â rhwystredigaeth neu ymdopi â newid. Pan fydd yr amgylchedd yn mynd yn ormod o bwysau yn gymdeithasol neu'n emosiynol, efallai y bydd plant ag oedi datblygiadol yn strancio'n hir ac yn cymryd mwy o amser na phlant eraill i dawelu. Gall yr ymddygiad hwn fod yn arwydd bod angen mwy o gefnogaeth ar y plentyn trwy addasu ei amgylchedd neu ei sgiliau dysgu i ymdopi â heriau cymdeithasol ac emosiynol.

<u>English</u>

Slide relates to AC 2.7: Ways in which development delay in one area affects the ability to acquire skills in other areas
It is common for children with developmental delays to have difficulty with social and emotional skills. For example, they may have trouble understanding social cues, initiating communication with others, or carrying on two-way conversations. They may also have difficulty dealing with frustration or coping with change. When the environment becomes too socially or emotionally demanding, children with developmental delays may have prolonged tantrums and take longer than other children to calm down. This behavior can be a signal that the child needs more support by modifying his or her environment or learning skills to cope with social and emotional challenges.



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Sleid yn ymwneud ag AC 2.7: Ffyrdd y mae oedi datblygiadol mewn un maes yn effeithio ar y gallu i ennill sgiliau mewn meysydd eraill

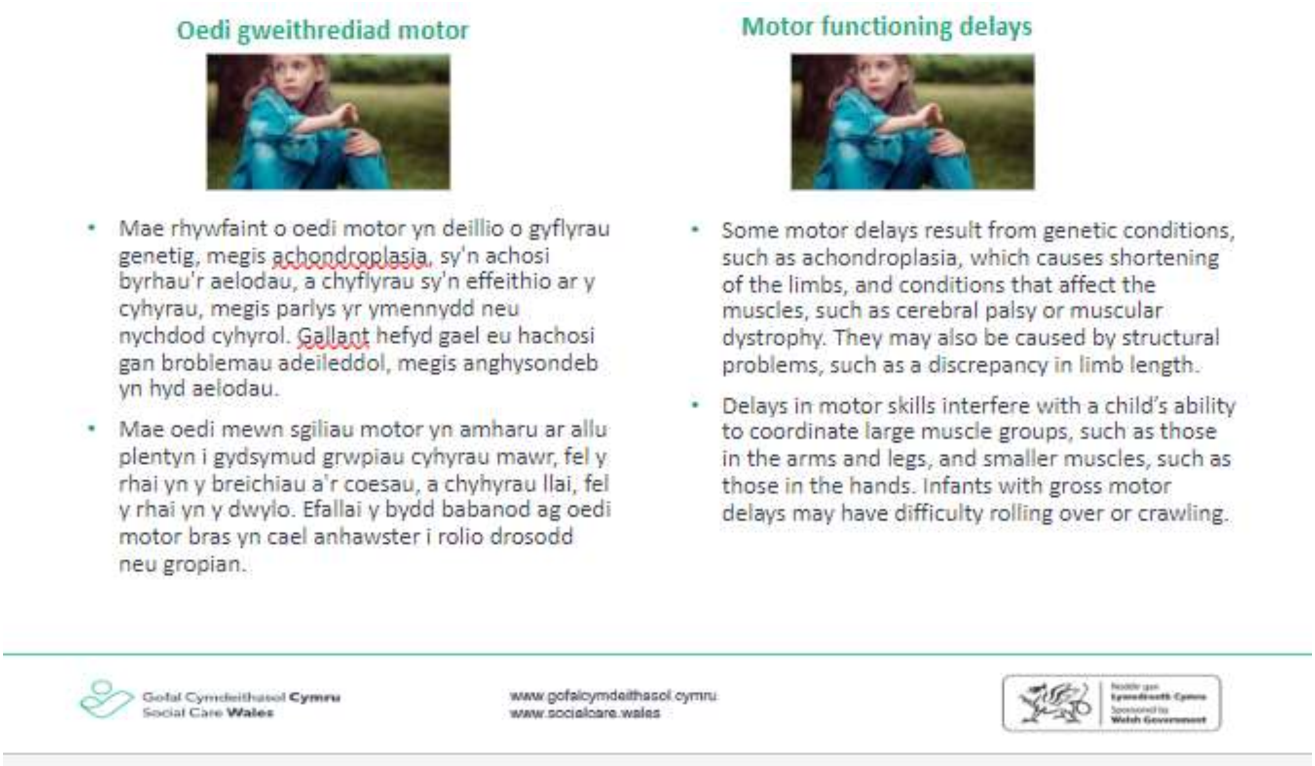
- Gall plentyn sydd â'r math hwn o oedi lleferydd fod yn araf i breblan, siarad, a chreu brawddegau. Yn aml, mae gan blentyn ag oedi lleferydd gyfuniad o oedi derbyngar a mynegiannol.
- Mae gan blant â phroblem echddygol llafar - megis gwendid yng nghyhyrau'r geg neu anhawster symud y tafod neu'r ên - sy'n ymyrryd â chynhyrchu lleferydd yr hyn a elwir yn anhwylder cynhyrchu lleferydd.
- Gall plant brofi oedi lleferydd oherwydd achosion ffisiolegol, megis niwed i'r ymennydd, syndromau genetig, neu golli clyw. Mae oedi lleferydd arall yn cael ei achosi gan ffactorau amgylcheddol, megis diffyg ysgogiad. Mewn llawer o achosion, fodd bynnag, nid yw achos oedi lleferydd plentyn yn hysbys.

English

Slide relates to AC 2.7: Ways in which development delay in one area affects the ability to acquire skills in other areas

- A child with this type of speech delay may be slow to babble, talk, and create sentences. Often, a child with a speech delay has a combination of receptive and expressive delays.
- Children with an oral motor problem—such as weakness in the muscles of the mouth or difficulty moving the tongue or jaw—that interferes with speech production have what is known as a speech production disorder.

- Children may have speech delays due to physiological causes, such as brain damage, genetic syndromes, or hearing loss. Other speech delays are caused by environmental factors, such as a lack of stimulation. In many instances, however, the cause of a child’s speech delay is unknown.



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English

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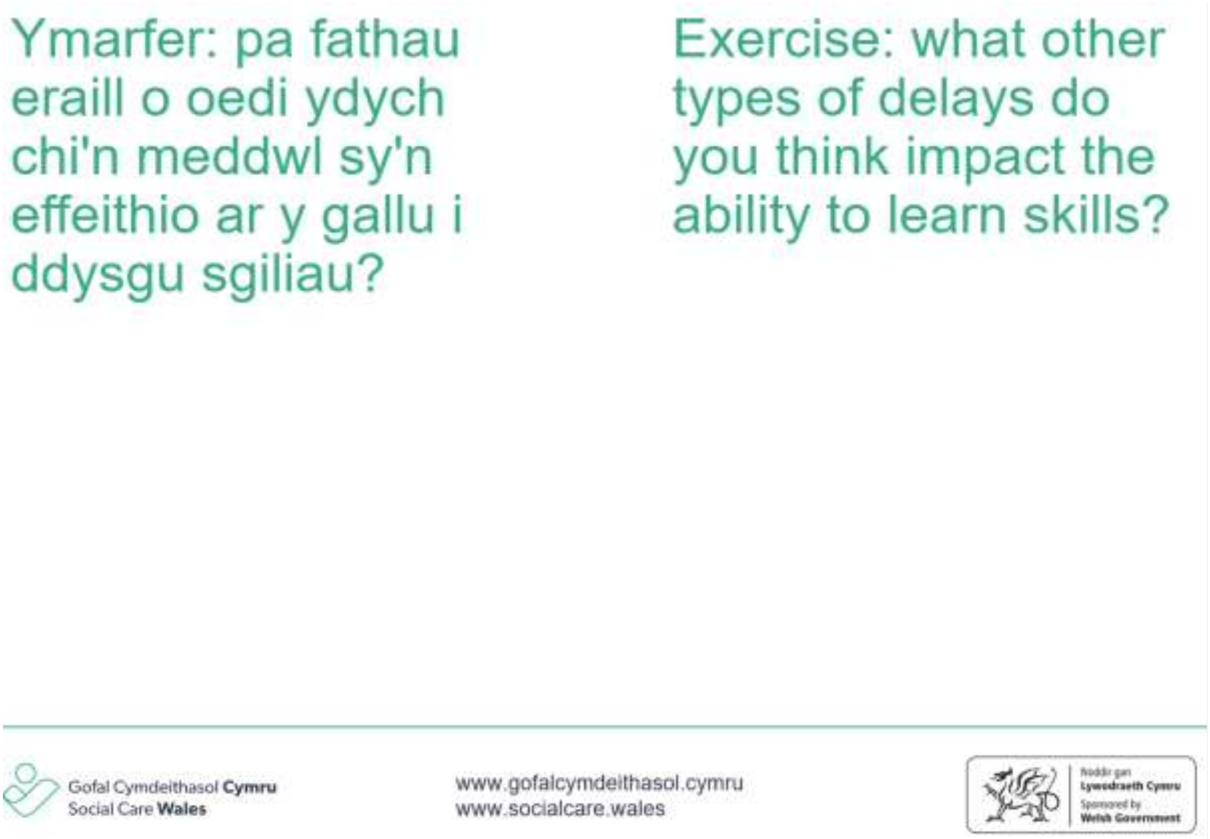

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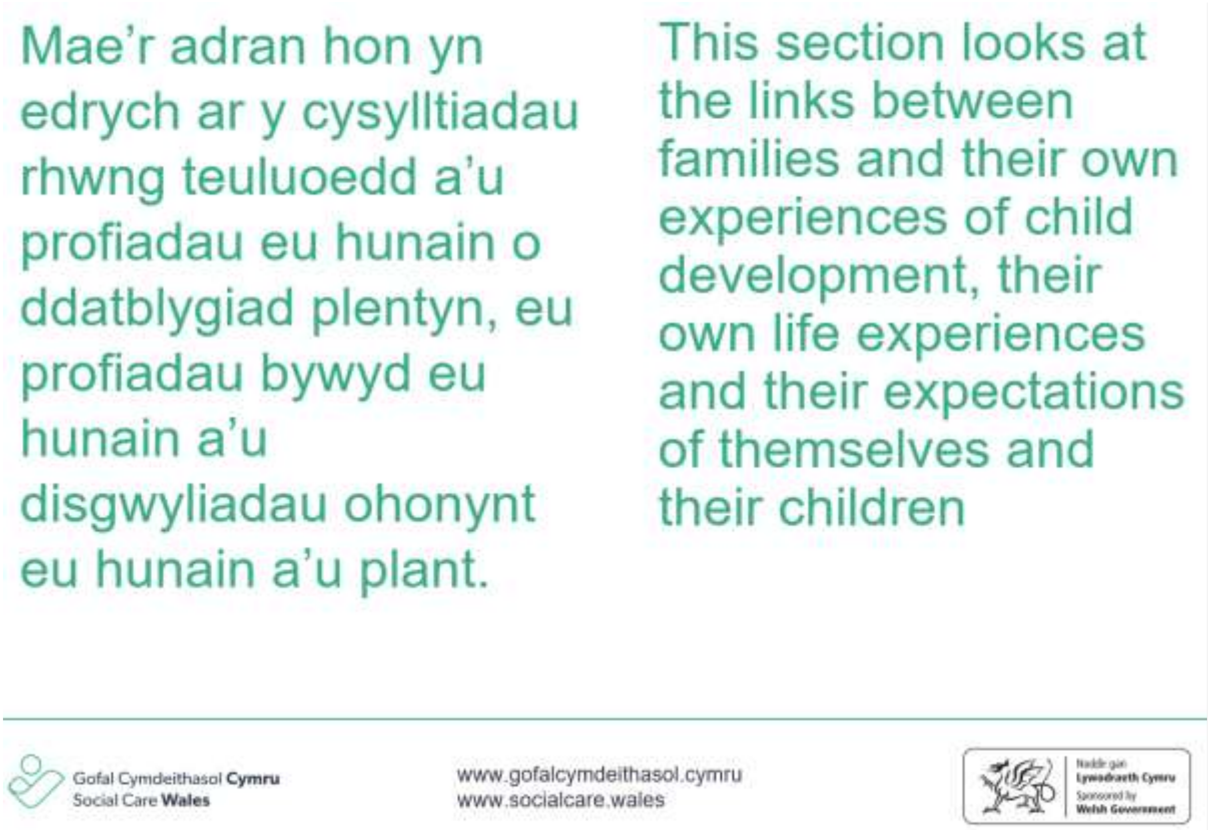


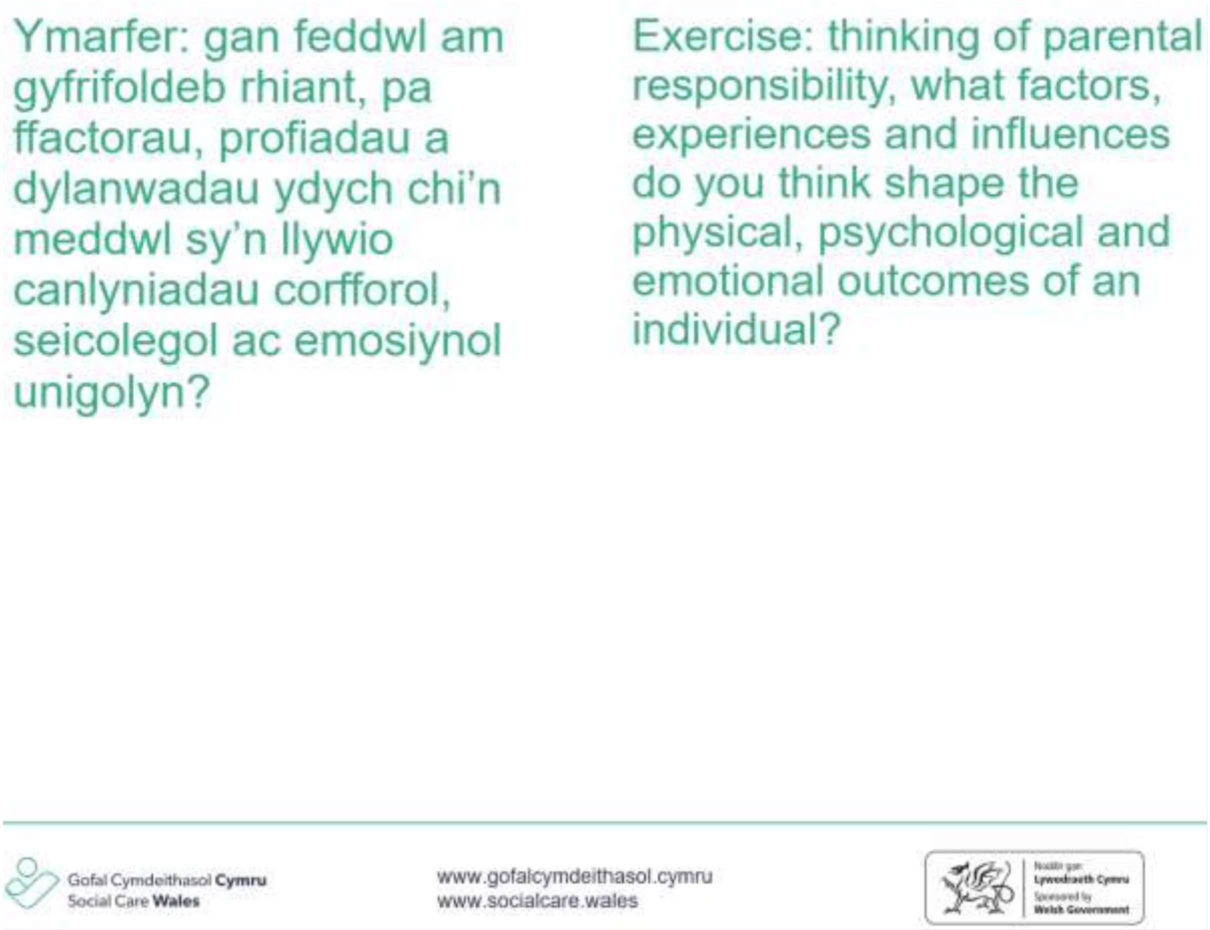
Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.8: Cysylltiadau rhwng profiadau'r teuluoedd eu hunain drwy gydol cwrs eu bywyd, eu gwybodaeth am ddatblygiad plentyn, a'u disgwyliadau ar gyfer eu hunain a'u plant

English

Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children



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Nod yr ymarfer hwn yw eich annog i feddwl am 'adeiladwaith cymdeithasol' (sut mae dysgu a datblygiad yn dibynnu ar ryngweithio ag eraill).

Gallai ymatebion gynnwys:

- Modelau rôl: pwy mae'r plentyn yn eu hedmygu? Pa enghreifftiau o ymddygiad sy'n cael eu hamsugno i ymresymu gwybyddol ac ymddygiad gwirioneddol?

    - Mab yn dysgu bod ymddygiad ymosodol tuag at eraill yn angenrheidiol pan gaiff ei fygwth gan eraill - gan mai dyma sut roedd y tad yn meithrin y plentyn.
    - Mae dibyniaeth ar fudd-daliadau'r wladwriaeth yn ffordd ariannol arferol o fyw, gan fod y rhieni neu'r cenedlaethau blaenorol yn ddibynnol ar y wladwriaeth. Ydy cyflogaeth yn bwysig i'r unigolyn? Os felly, ym mha ffordd y dylanwadwyd arnynt o ran rolau swyddi?
    - Beth yw disgwyliadau ariannol y plentyn sy'n datblygu?
    - Disgwyliadau addysgol: a yw'r teulu'n disgwyl i'r plentyn gyflawni'n academaidd? Neu a oes disgwyliad y bydd y plentyn yn dilyn diffyg cyflawniad academaidd?

- Tai: a yw’r unigolyn yn gweld symudedd cymdeithasol yn bwysig iddo? Neu a yw'r unigolyn yn ymwneud â disgwyliadau cymdeithasol diwylliannol a chymunedol parhaus?
- Cyfraith a threfn: a yw’r unigolyn yn cael ei ddylanwadu gan ei gymuned, ei brofiadau magu plant neu gan ymddygiad a disgwyliadau ei gyfoedion?
- Disgwyliadau iechyd: a fu mentora gofal personol digonol? A yw'r plentyn wedi datblygu'r sgiliau angenrheidiol i wneud y mwyaf o'i anghenion hunanofal ei hun?
-

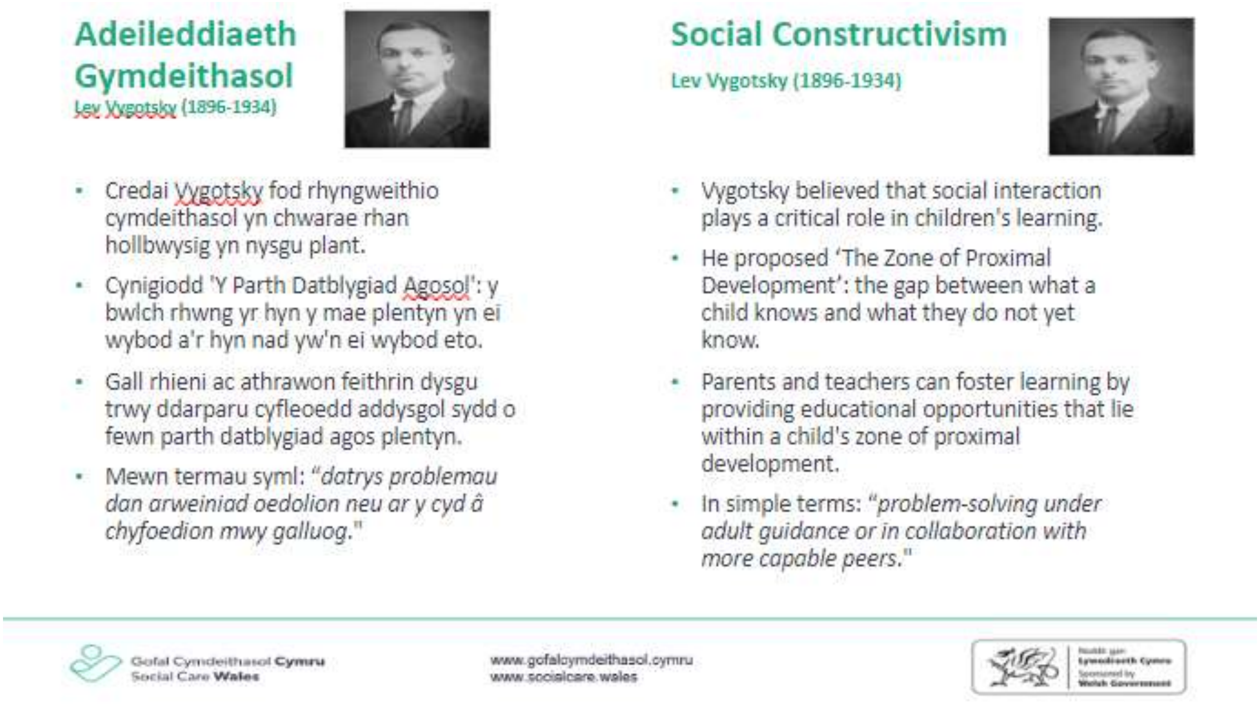
<u>English</u>

Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children

This exercise aims to encourage you to think about ‘social constructivism’ (how is learning and development dependent upon interactions with others).

Responses might include:

- Role models: who does the child look up to? What examples of behaviour become absorbed into cognitive reasoning and actual behaviour?
  - A son learning that aggressive behaviour towards others is necessary when threatened by others- as this is how the father nurtured the child.
  - Dependency on state benefits is a normal financial way of life, as the parents or previous generations were dependent upon the state. Is employment important to the individual? If so, in what way have they been influenced to regard job roles?
  - What are the financial expectations of the developing child?
  - Educational expectations: do the family expect the child to achieve academically? Or is there an expectation that the child will follow academic non-achievement?
  - Housing: does the individual see social mobility as important to them? Or is the individual concerned with continuing cultural and community social expectations?
  - Law and order: is the individual influenced by their community, their parenting experiences or by behaviours and expectations of their peers?
  - Health expectations: has there been adequate personal care mentoring? Has the child developed the skills necessary in maximising their own self-care needs?



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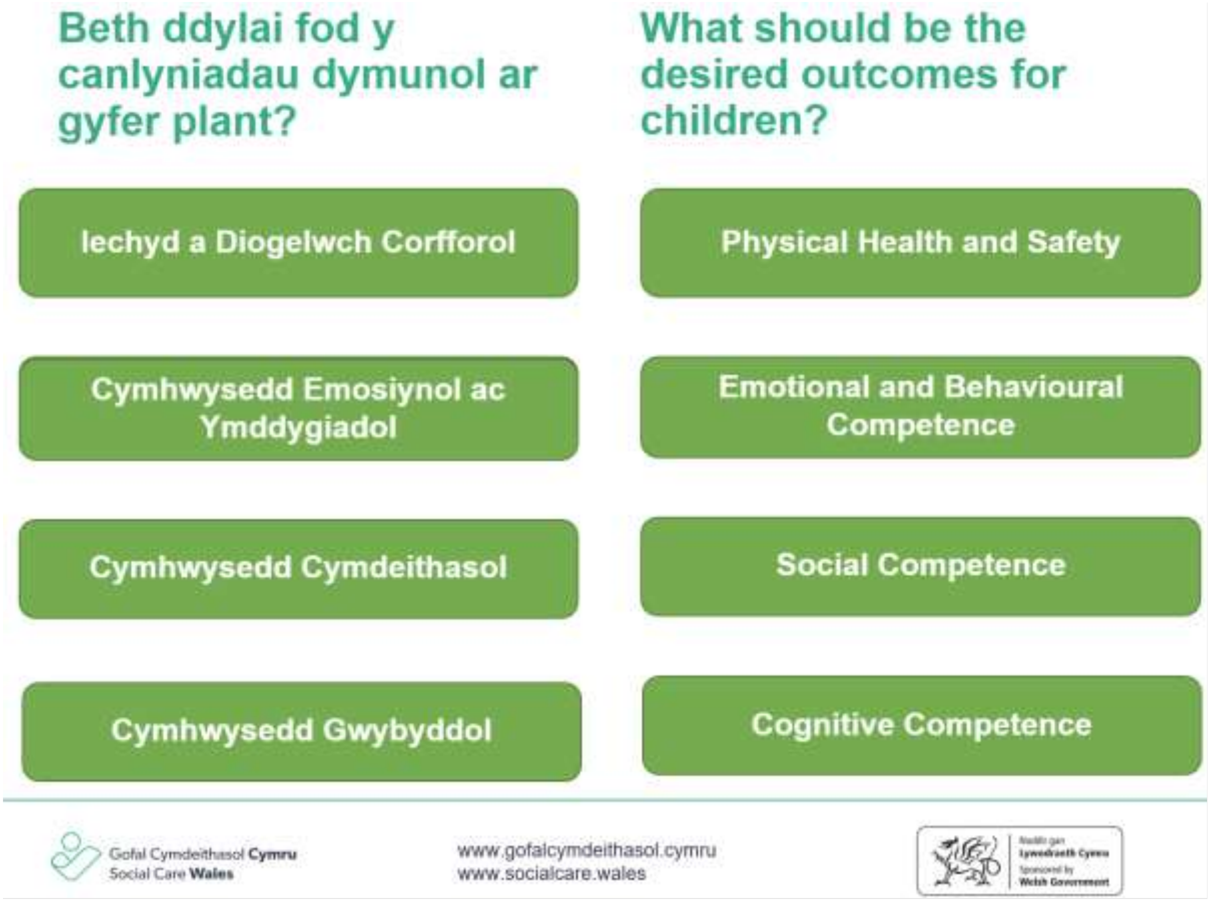
- Creodd Vygotsky y llall mwy gwybodus fel person sydd â mwy o wybodaeth a sgiliau na'r dysgwr. Mewn llawer o achosion, oedolyn fel rhiant neu athro yw'r unigolyn hwn.
- Ni waeth pwy sy'n gwasanaethu fel y llall mwy gwybodus, yr hyn sy'n allweddol yw eu bod yn darparu'r cyfarwyddyd cymdeithasol angenrheidiol o fewn y parth datblygiad agos (pan fydd y dysgwr yn sensitif i arweiniad).
- Awgrymodd Lev Vygotsky hefyd fod datblygiad dynol yn deillio o ryngweithio deinamig rhwng unigolion a chymdeithas. Trwy'r rhyngweithio hwn, mae plant yn dysgu'n raddol ac yn barhaus gan rieni ac athrawon.

English

Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children

- Vygotsky conceived the more knowledgeable other as a person who has greater knowledge and skills than the learner. In many cases, this individual is an adult such as a parent or teacher.
- No matter who serves as the more knowledgeable other, the key is that they provide the needed social instruction within the zone of proximal development (when the learner is sensitive to guidance).

- Lev Vygotsky also suggested that human development results from a dynamic interaction between individuals and society. Through this interaction, children learn gradually and continuously from parents and teachers.



Facilitator notes

<u>Welsh</u>

Sleid yn ymwneud ag AC 2.8: Cysylltiadau rhwng profiadau'r teuluoedd eu hunain drwy gydol cwrs eu bywyd, eu gwybodaeth am ddatblygiad plentyn, a'u disgwyliadau ar gyfer eu hunain a'u plant

I bennu nodweddion amlycaf gwybodaeth, agweddau ac arferion magu plant craidd**, mae'n bwysig nodi'r canlyniadau dymunol ar gyfer plant. Mae nodi'r canlyniadau hyn yn sail i'r drafodaeth ar wybodaeth, agweddau ac arferion rhianta craidd** ac yn helpu ymchwilwyr, ymarferwyr, a llunwyr polisi i sefydlu blaenoriaethau ar gyfer buddsoddi, datblygu polisïau sy'n darparu'r amodau gorau posibl ar gyfer llwyddiant, eiriol dros fabwysiadu a gweithredu ymyriadau priodol sy'n seiliedig ar dystiolaeth, a defnyddio data i asesu a gwella effeithiolrwydd polisïau a rhaglenni penodol .

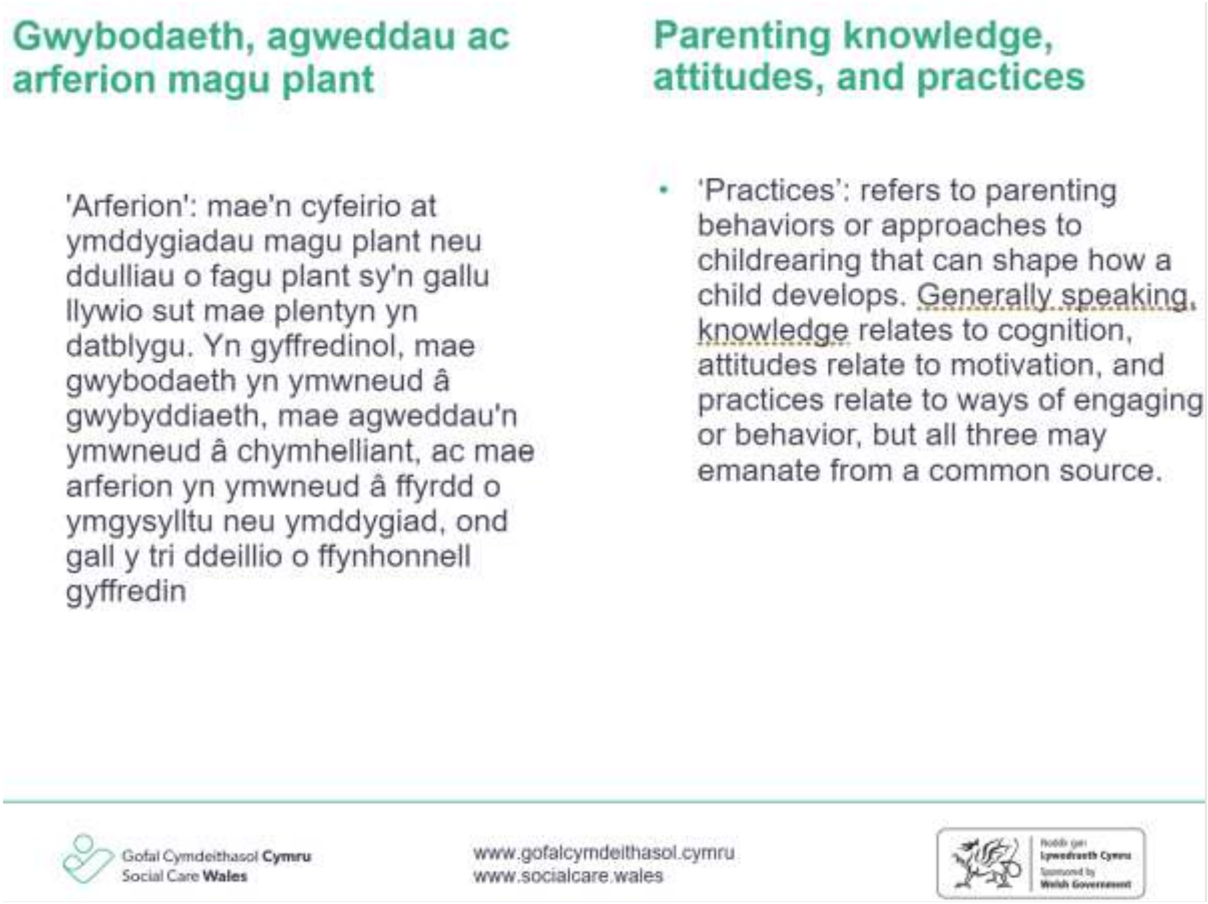
Iechyd a Diogelwch Corfforol: mae plant ifanc yn dibynnu ar rieni a gofalwyr sylfaenol eraill, y tu mewn a'r tu allan i'r cartref, i weithredu ar eu rhan i amddiffyn eu diogelwch a'u datblygiad iach. Ar y lefel fwyaf sylfaenol, rhaid i blant dderbyn y gofal, fel yr adlewyrchir mewn nifer o amddiffyniadau emosiynol a ffisiolegol, sy'n angenrheidiol i gwrdd â safonau normadol ar gyfer twf a datblygiad corfforol, megis canllawiau ar gyfer pwysau iach a derbyn brechiadau a argymhellir.

Cymhwysedd Emosiynol ac Ymddygiadol: Mae rhieni a gofalwyr eraill yn adnoddau hanfodol i blant o ran rheoli cyffro emosiynol, ymdopi a rheoli ymddygiad. Maent yn

gwasanaethu yn y rôl hon trwy ddarparu cadarnhadau cadarnhaol, gan gyfleu cariad a pharch ac ennyn ymdeimlad o ddiogelwch.
Cymhwysedd Cymdeithasol: Mae plant sydd â chymhwysedd cymdeithasol sylfaenol yn gallu datblygu a chynnal perthnasoedd cadarnhaol gyda chyfoedion ac oedolion (Semrud-Clikeman, 2007). Gall cymhwysedd cymdeithasol, sydd wedi'i gydblethu â meysydd datblygiad eraill (e.e., gwybyddol, corfforol, emosiynol, ac ieithyddol), hefyd gynnwys gallu plant i gyd-dynnu ag eraill a'u parchu, megis y rhai o hil neu ethnigrwydd gwahanol, crefydd, cyfeiriadedd rhywiol, neu gefndir economaidd.
Cymhwysedd Gwybyddol: Mae cymhwysedd gwybyddol yn cwmpasu'r sgiliau a'r galluoedd sydd eu hangen ar bob oedran a chyfnod datblygu i lwyddo yn yr ysgol ac yn y byd yn gyffredinol. Mae cymhwysedd gwybyddol plant yn cael ei ddiffinio gan sgiliau mewn iaith a chyfathrebu, yn ogystal â darllen, ysgrifennu, mathemateg, a datrys problemau. Mae plant yn elwa ar amgylcheddau ysgogol, heriol a chefnogol lle gallant ddatblygu'r sgiliau hyn, sy'n gweithredu fel sylfaen ar gyfer arferion hunanreoleiddio iach a'r dulliau dyfalbarhad sydd eu hangen ar gyfer llwyddiant academaidd.

<u>English</u>
Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children
To determine the salient features of core parenting knowledge, attitudes, and practices**, it is important to identify the desired outcomes for children. Identifying these outcomes grounds the discussion of core parenting knowledge, attitudes, and practices** and helps researchers, practitioners, and policy makers establish priorities for investment, develop policies that provide optimal conditions for success, advocate for the adoption and implementation of appropriate evidence-based interventions, and utilise data to assess and improve the effectiveness of specific policies and programs.
Physical Health and Safety: young children rely on parents and other primary caregivers, inside and outside the home, to act on their behalf to protect their safety and healthy development. At the most basic level, children must receive the care, as reflected in a number of emotional and physiological protections, necessary to meet normative standards for growth and physical development, such as guidelines for healthy weight and receipt of recommended vaccinations.
Emotional and Behavioural Competence: Parents and other caregivers are essential resources for children in managing emotional arousal, coping, and managing behaviour. They serve in this role by providing positive affirmations, conveying love and respect and engendering a sense of security.
Social Competence: Children who possess basic social competence are able to develop and maintain positive relationships with peers and adults (Semrud-Clikeman, 2007. Social competence, which is intertwined with other areas of development (e.g., cognitive, physical, emotional, and linguistic), also may include children's ability to get along with and respect others, such as those of a different race or ethnicity, religion, sexual orientation, or economic background.
Cognitive Competence: Cognitive competence encompasses the skills and capacities needed at each age and stage of development to succeed in school and in the world at large. Children's cognitive competence is defined by skills in language and

communication, as well as reading, writing, mathematics, and problem solving. Children benefit from stimulating, challenging, and supportive environments in which to develop these skills, which serve as a foundation for healthy self-regulatory practices and modes of persistence required for academic success.



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.8: Cysylltiadau rhwng profiadau'r teuluoedd eu hunain drwy gydol cwrs eu bywyd, eu gwybodaeth am ddatblygiad plentyn, a'u disgwyliadau ar gyfer eu hunain a'u plant

English

Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children

Gwybodaeth, agweddau ac arferion magu plant

- Mae'r canlyniadau plant a ddisgrifir uchod yn darparu'r cyd-destun ar gyfer ystyried yr ystod o wybodaeth, agweddau, ac arferion magu plant a nodi'r rhai y mae ymchwil yn eu cefnogi fel rhai craidd.
- 'Gwybodaeth': mae'n cyfeirio at ffeithiau, gwybodaeth, a sgiliau a enillwyd trwy brofiad neu addysg a dealltwriaeth o fater neu ffenomen.
- 'Agweddau': mae'n cyfeirio at farn, safbwyntiau, ymatebion, neu ffyrdd sefydlog o feddwl am agweddau ar rianta neu ddatblygiad plant, gan gynnwys rolau a chyfrifoldebau rhieni. Gall agweddau fod yn gysylltiedig â chredoau diwylliannol sy'n seiliedig ar brofiad cyffredin.

Parenting knowledge, attitudes, and practices

- The child outcomes described above provide the context for considering the range of parenting knowledge, attitudes, and practices and identifying those that research supports as core.
- 'Knowledge': refers to facts, information, and skills gained through experience or education and understanding of an issue or phenomenon.
- 'Attitudes': refers to viewpoints, perspectives, reactions, or settled ways of thinking about aspects of parenting or child development, including parents' roles and responsibilities. Attitudes may be related to cultural beliefs founded in common experience.

Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.8: Cysylltiadau rhwng profiadau'r teuluoedd eu hunain drwy gydol cwrs eu bywyd, eu gwybodaeth am ddatblygiad plentyn, a'u disgwyliadau ar gyfer eu hunain a'u plant

English

Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children

Pa mor bwysig yw gwybodaeth rhieni ar gyfer datblygiad plentyn?

- Dangoswyd bod amgylcheddau teuluol sy'n cynnwys ffactorau sy'n gysylltiedig â rhianta da yn nodwedd warchodol ar gyfer plant sy'n cael eu magu mewn cymdogaethau difreintiedig (Seaman et al, 2005; Katz a Redmond, 2009; Nixon, 2012).
- Dangoswyd bod rhianta sensitif, sydd ar gael ac yn gyson yn hybu gwytnwch ymhlith plant sy'n byw mewn tlodi (Sroufe, et al 1990; Nixon, 2012).
- Mae perthnasoedd o ansawdd da rhwng mamau, tadau a'u plant hefyd yn gysylltiedig â chanlyniadau cadarnhaol, sy'n ymddangos fel pe baent yn cario drosodd i fod yn oedolion (O'Connor a Scott 2007). Mae ymchwil hefyd yn awgrymu mai rhieni unigolyn yw'r dylanwadau cryfaf ar hunan-barch (Emler, 2001).

How important is parental knowledge for child development?

- Family environments which include factors associated with good parenting have been shown to be a protective feature for children growing up in disadvantaged neighbourhoods (Seaman et al, 2005; Katz and Redmond, 2009; Nixon, 2012).
- Sensitive, available and consistent parenting has been shown to promote resilience in children living in poverty (Sroufe, et al 1990; Nixon, 2012).
- Good quality relationships between mothers, fathers and their children are also associated with positive outcomes, which appear to carry over to adulthood (O'Connor and Scott 2007). Research also suggests that the strongest influences on self-esteem are an individual's parents (Emler, 2001).

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Facilitator notes

Welsh

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Ffynonellau wedi'u cymryd o Gyhoeddiad Llywodraeth Cymru: 'Rhianta yng Nghymru: Canllawiau ar ymgysylltu a chymorth' (Mai 2017)

English

Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children

Sources taken from Welsh Government Publication: 'Parenting in Wales: Guidance on engagement and support' (May 2017)

Pa mor bwysig yw gwybodaeth rhieni ar gyfer datblygiad plentyn?

"..mae cyfranogiad rhieni ar ffurf 'rhianta da gartref' yn cael effaith gadarnhaol sylweddol ar gyflawniad ac addasiad plant hyd yn oed ar ôl i'r holl ffactorau eraill sy'n llywio cyrhaeddiad gael eu tynnu allan o'r hafaliad.......Mae graddfa'r effaith yn amlwg ar draws yr holl ddosbarthiadau cymdeithasol a phob grŵp ethnig" (Desforges a Bouchaard 2003).

How important is parental knowledge for child development?

- *"..parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.......The scale of the impact is evident across all social classes and all ethnic groups"* (Desforges and Bouchaard 2003).

Facilitator notes

<u>Welsh</u>
Sleid yn ymwneud ag AC 2.8: Cysylltiadau rhwng profiadau'r teuluoedd eu hunain drwy gydol cwrs eu bywyd, eu gwybodaeth am ddatblygiad plentyn, a'u disgwyliadau ar gyfer eu hunain a'u plant
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<u>English</u>
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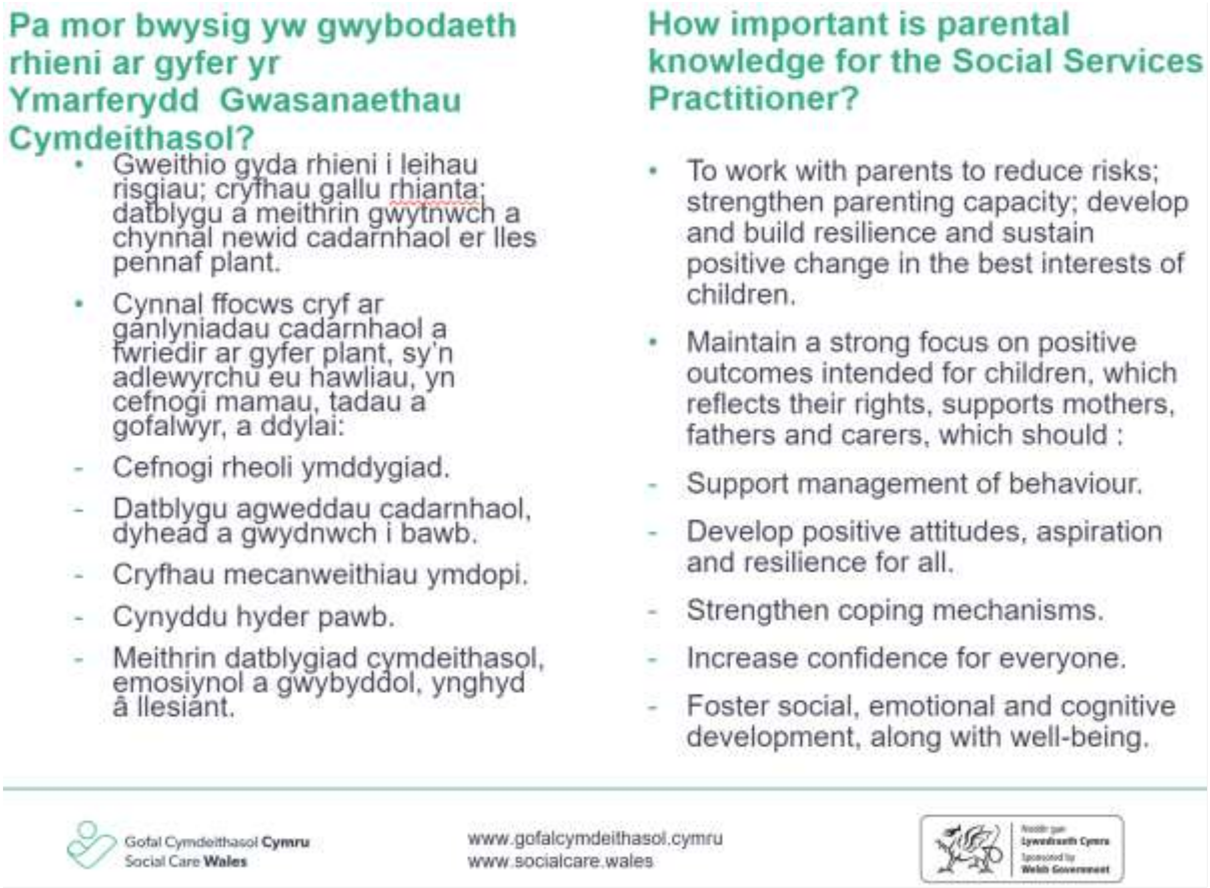

Facilitator notes

<u>Welsh</u>

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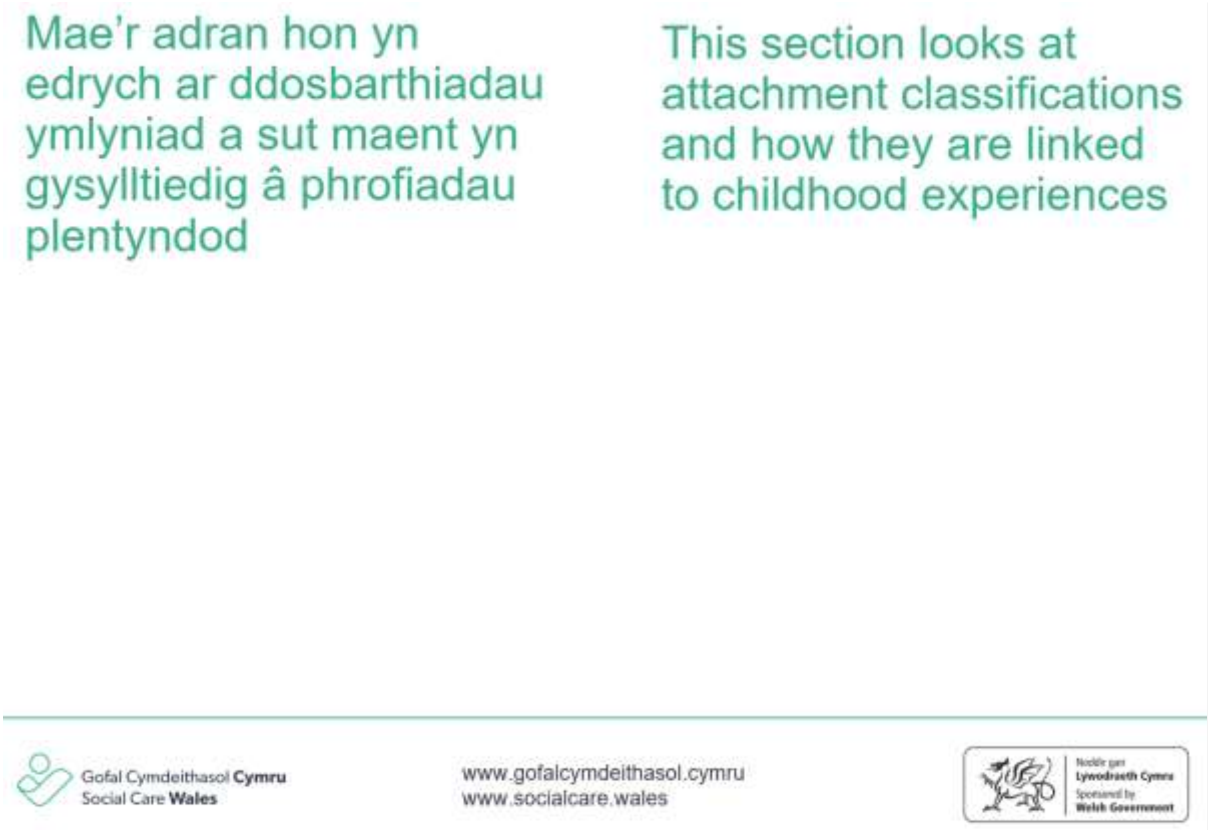
<u>English</u>

Slide relates to AC 2.8: Links between families own experiences throughout their life course, their knowledge of child development, and expectations for themselves and their children



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences

Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

Ymarfer i'r grŵp: Diffiniwch y term 'ymlyniad'.

Darllen Allweddol

- Aldgate, J. and Jones, D. (2006)
  'The place of attachment in childrens' development.' In J. Aldgate, D. Jones, W. Rose and C. Jeffery (eds) The Developing World of the Child, pp.67-96. London: Jessica Kingsley Publishers.
- Daniel, B., Wassell, S. and Gilligan R.
  (2002) Child Development for Child Care and Protection Workers. London: Jessica Kingsley Publishers. (Chapter 2 (pp.14-39) Developing Relationships)
- Fahlberg, V. (1994) A Child's Journey Through Placement. London: British Agencies for Adoption and Fostering. (Chapter 1 (pp.13-61) Attachment and Bonding)
- Howe, D.
  (2005) Child Abuse and Neglect: Attachment, development and intervention.

Hampshire: Palgrave MacMillan. (Chapter 11 (pp.183-198) Drugs, Depression and Domestic Violence)

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English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences
Exercise to group: Define the term 'attachment'.

Key Reading

- Aldgate, J. and Jones, D. (2006) 'The place of attachment in childrens' development.' In J. Aldgate, D. Jones, W. Rose and C. Jeffery (eds) The Developing World of the Child, pp.67-96. London: Jessica Kingsley Publishers.
- Daniel, B., Wassell, S. and Gilligan R. (2002) Child Development for Child Care and Protection Workers. London: Jessica Kingsley Publishers. (Chapter 2 (pp.14-39) Developing Relationships)
- Fahlberg, V. (1994) A Child's Journey Through Placement. London: British Agencies for Adoption and Fostering. (Chapter 1 (pp.13-61) Attachment and Bonding)
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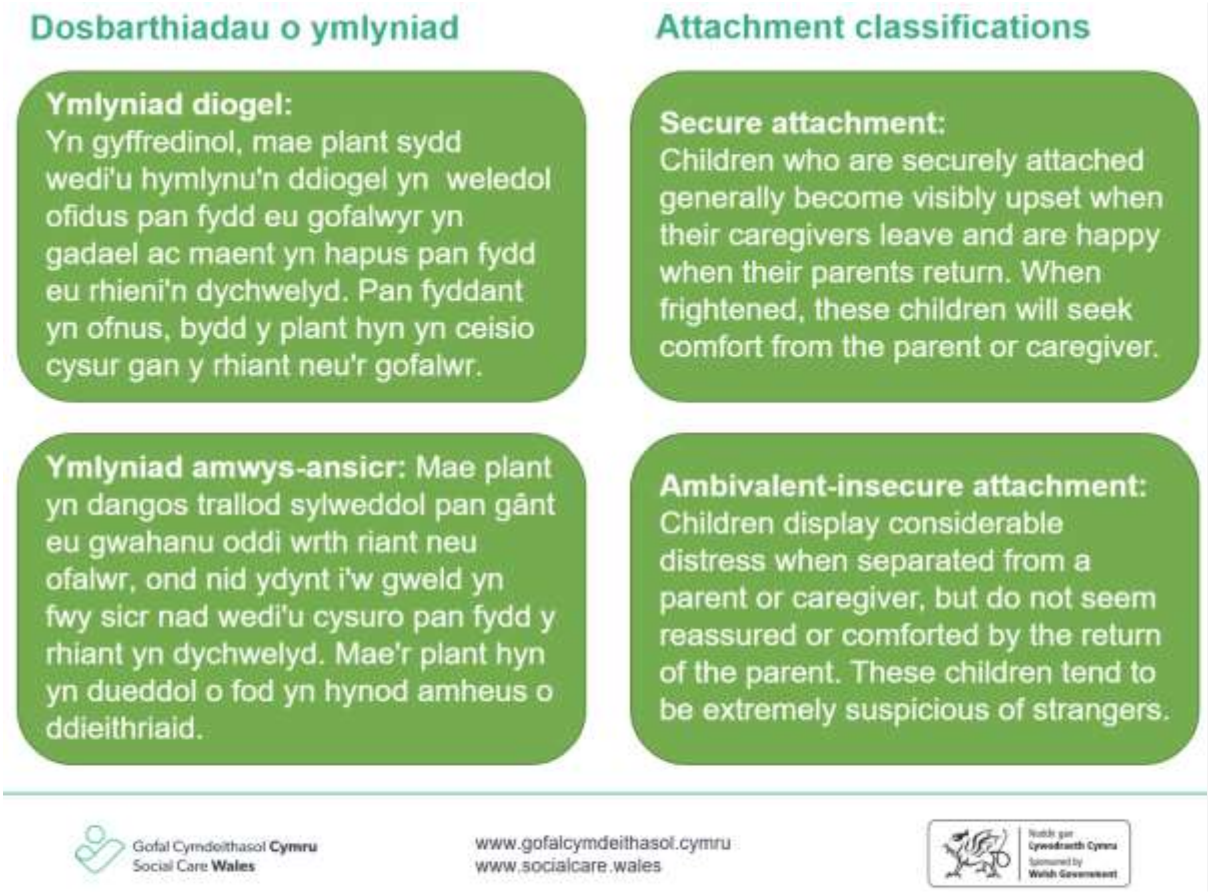


Facilitator notes

__Welsh__

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

Nodweddion Ymlyniad Diogel: Mae cyswllt a gychwynnir gan riant yn cael ei dderbyn yn rhwydd gan blant ag ymlyniad diogel ac maent yn croesawu dychweliad rhiant ag ymddygiad cadarnhaol. Er y gall y plant hyn gael eu cysuro i ryw raddau gan bobl eraill yn absenoldeb rhiant neu ofalwr, mae'n amlwg bod yn well ganddynt rieni na dieithriaid.

Mae rhieni plant ag ymlyniad diogel yn tueddu i chwarae mwy gyda'u plant. Yn ogystal, mae'r rhieni hyn yn ymateb yn gyflymach i anghenion eu plant ac yn gyffredinol maent yn fwy ymatebol i'w plant na rhieni plant sydd heb ymlyniad diogel.

Nodweddion ymlyniad ansicr-amwys:

Mewn rhai achosion, gall y plentyn wrthod y rhiant yn oddefol trwy wrthod cysur, neu gall ddangos ymosodedd uniongyrchol amlwg tuag at y rhiant.

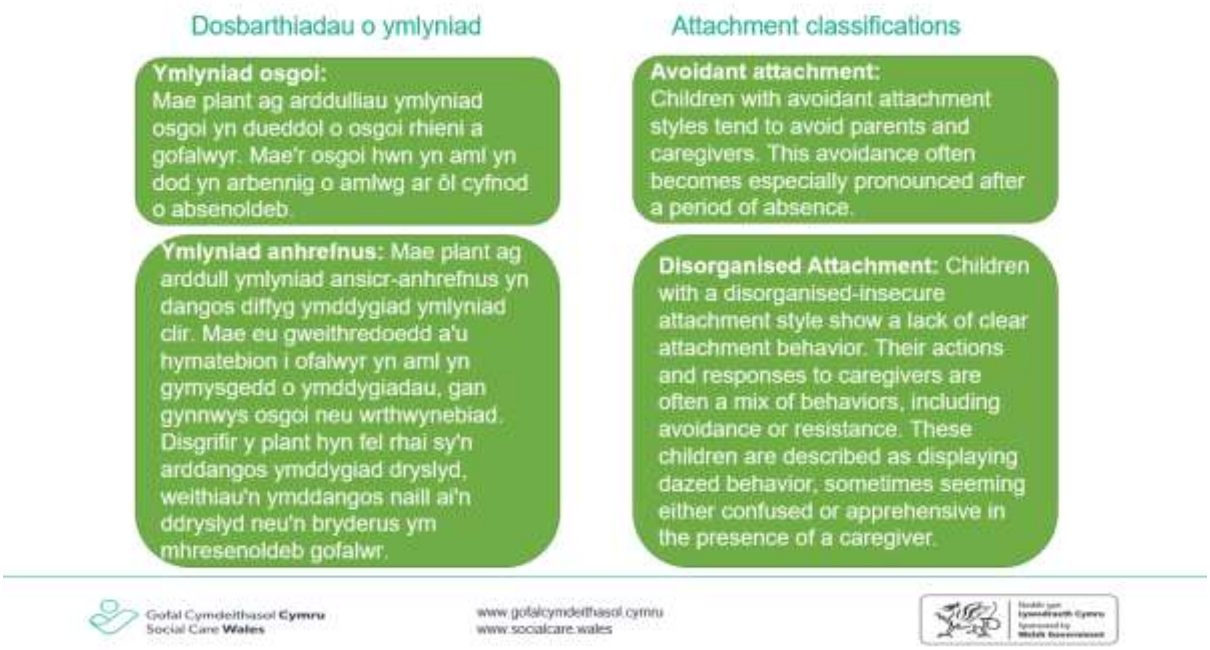
Nodweddion Ymlyniad Osgoi:

Efallai na fydd y plant hyn yn gwrthod sylw gan riant, ond nid ydynt ychwaith yn ceisio cysur neu gysylltiad. Nid yw plant ag ymlyniad osgoi yn dangos unrhyw ffafriaeth rhwng rhiant a dieithryn llwyr.

__English__
Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences
Secure Attachment Characteristics: Contact initiated by a parent is readily accepted by securely attached children and they greet the return of a parent with positive behavior. While these children can be comforted to some extent by other people in the absence of a parent or caregiver, they clearly prefer parents to strangers.
Parents of securely attached children tend to play more with their children. Additionally, these parents react more quickly to their children's needs and are generally more responsive to their children than the parents of insecurely attached children.

Ambivalent-insecure attachment characteristics:
In some cases, the child might passively reject the parent by refusing comfort, or may openly display direct aggression toward the parent.

Avoidant Attachment Characteristics:
These children might not reject attention from



Facilitator notes

<u>Welsh</u>
Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd
Nodweddion ymlyniad osgoi:
Efallai na fydd y plant hyn yn gwrthod sylw gan riant, ond nid ydynt ychwaith yn ceisio cysur neu gysylltiad. Nid yw plant ag ymlyniad osgoi yn dangos unrhyw ffafriaeth rhwng rhiant a dieithryn llwyr.
Fel oedolion, mae'r rhai sydd ag ymlyniad osgoi yn dueddol o gael anhawster gydag agosatrwydd a pherthnasoedd agos.9Nid yw'r unigolion hyn yn buddsoddi llawer o emosiwn mewn perthnasoedd ac yn profi ychydig yn unig o ofid pan ddaw perthynas i ben.

<u>English</u>
Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences
Avoidant attachment characteristics:
These children might not reject attention from a parent, but neither do they seek out comfort or contact. Children with an avoidant attachment show no preference between a parent and a complete stranger.
As adults, those with an avoidant attachment tend to have difficulty with intimacy and close relationships.9 These individuals do not invest much emotion in relationships and experience little distress when a relationship ends.

Ymlyniad o fewn cyd-destun profiadau bywyd

Dylai damcaniaeth ymlyniad lywio dadansoddiad o anawsterau perthynas rhwng y plentyn a'r rhiant neu'r gofalwr.

Attachment within the context of life experiences

Attachment theory should inform analysis of relationship difficulties between the child and the parent or caregiver.

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Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

Nodiadau i'r hwylusydd:

- Mae Fahlberg (1994) yn awgrymu bod y term 'ymlyniad' yn cael ei ddefnyddio i ddisgrifio cysylltiad y plentyn â'r rhiant neu eraill a 'bondio' i ddisgrifio cysylltiad y rhiant â'r plentyn.
- Nid yw'r berthynas ymlyniad sylfaenol o reidrwydd yn dibynnu ar fwydo'r baban neu ddiwallu anghenion corfforol sylfaenol. Yn hytrach, mae'r berthynas ymlyniad sylfaenol a ddatblygir yn ystod babandod yng nghyd-destun rhyngweithiadau rhwng yr oedolion a'r plentyn. Oedolion (neu blant hŷn) sy'n ymateb yn sensitif i'r plentyn fydd y prif ffigurau ymlyniad.
- Ar sail y profiad o berthnasoedd cynnar, mae'r plentyn yn datblygu 'model gweithio mewnol' o berthnasoedd, sy'n fath o dempled sy'n cael ei gymhwyso i ryngweithio dilynol ag eraill.
- Po fwyaf o ryngweithio cymdeithasol sydd gan faban â rhywun, y mwyaf o ymlyniad sydd rhyngddo â'r person a'r mwyaf tebygol yw ef neu hi o deimlo'n gariadus ac yn deilwng o gael ei garu – y ddwy elfen bwysig o hunan-barch. Awgrymwyd hefyd bod ysgogiad ar gyfer twf a newid yn digwydd yn y

rhyngweithiadau hyn – gyda chydberthynas gref â datblygiad deallusol (Fahlberg 1994).

Ffynhonnell: Childhood Neglect. Gov.UK

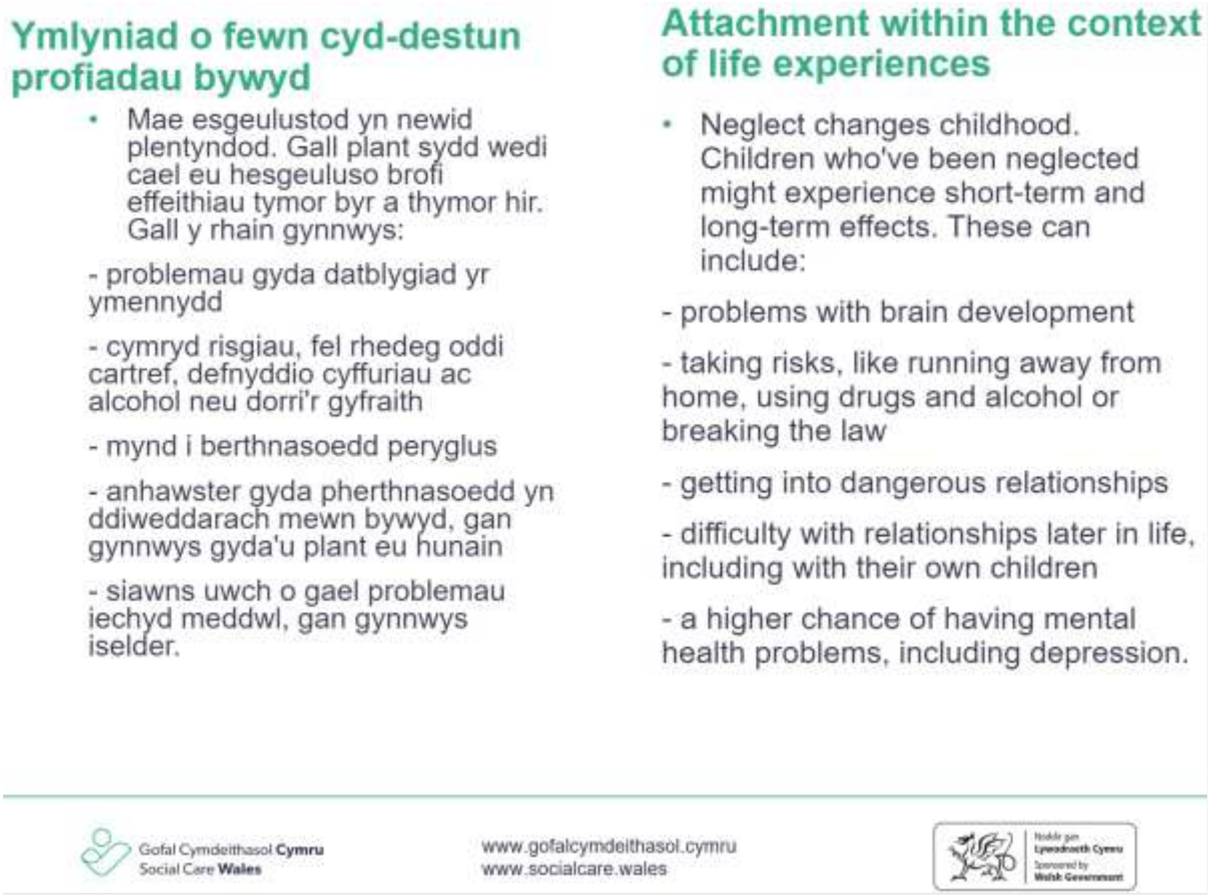
English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences

Notes for facilitator:

- Fahlberg (1994) suggests the term ‘attachment’ be used to describe the child’s connection to the parent or others and ‘bonding’ to describe the parent’s link to the child.
- The primary attachment relationship is not necessarily dependent on feeding the infant or meeting basic physical needs. Instead the primary attachment relationship developed during infancy is in the context of interactions between the adults and the child. Adults (or older children) who respond sensitively to the child will become the primary attachment figures.
- On the basis of the experience of early relationships the child develops an ‘internal working model’ of relationships, which is a kind of template that is applied to subsequent interactions with others.
- The more social interactions an infant has with someone, the more strongly attached he or she becomes to the person and the more likely he or she is to feel lovable and worthy of being loved – both important components of self-esteem. It has also been suggested that in these interactions, stimulation for growth and change occurs – with a strong correlation with intellectual development (Fahlberg 1994).

Source: Childhood Neglect. Gov.UK



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

Ffynhonnell: www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/#effects

Esgeuluso plant yw anallu rhiant neu ofalwr i ddiwallu anghenion sylfaenol person ifanc, baban neu blentyn. Mae'n un math o gam-drin plant ochr yn ochr â cham-drin corfforol, rhywiol a seicolegol. Bydd yr erthygl hon yn edrych ar y pedwar math gwahanol o esgeuluso plant a'r arwyddion sy'n dangos bod esgeulustod yn digwydd. Yn ôl yr NSPCC, esgeuluso plant yw'r math mwyaf cyffredin o gam-drin plant. Mae pedwar math gwahanol o esgeulustod, sef:

Esgeulustod corfforol
Esgeulustod addysgol
Esgeulustod emosiynol
Esgeulustod meddygol

Gall esgeulustod fod yn fwriadol neu'n anfwriadol, ac mae llawer o resymau pam fod plant yn cael eu hesgeuluso. Yn aml, prif achosion esgeuluso plant yw tlodi, cam-drin sylweddau, iselder, diffyg cefnogaeth, sgiliau cymdeithasol gwael a pherthnasoedd anghariadus, cam-drin blaenorol, a chamddealltwriaeth am ddatblygiad plentyn.

English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences

Source: www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/#effects

Child neglect is the inability of a parent or carer to meet the fundamental needs of a young person, infant or child. It is one form of child abuse alongside physical, sexual, and psychological abuse. This article will look at the four different forms of child neglect and the signs that indicate neglect is happening.

According to the NSPCC, child neglect is the most common form of child abuse. The are four different types of neglect, these are:

Physical neglect

Educational neglect

Emotional neglect

Medical neglect

Neglect can be intentional or inadvertent, and there are many reasons why child neglect happens. The primary causes of child neglect are often poverty, substance abuse, depression, a lack of support, poor social skills and unloving relationships, former abuse, and misunderstandings about child development.

Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

Yn ôl yr NSPCC, mae rhai grwpiau o blant a phobl ifanc mewn mwy o berygl nag eraill. Maen nhw'n honni bod y grwpiau hyn yn cynnwys:

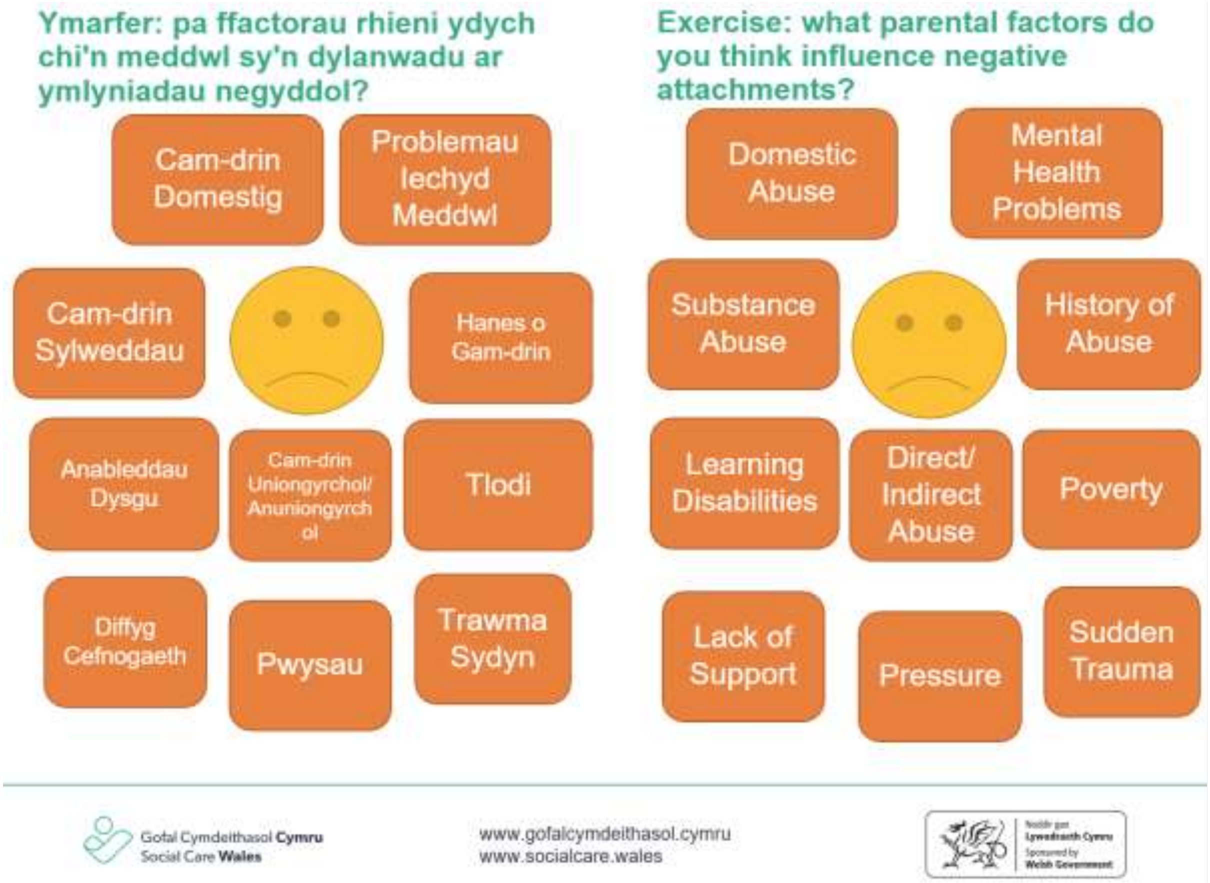
- Babanod cynamserol.
- Plant anabl.
- Plant ag afiechydon difrifol.
- Plant mewn gofal.
- Ceiswyr lloches.

English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences

According to the NSPCC, certain groups of children and young people are more at risk than others. They claim that these groups include:

- Premature babies.
- Disabled children.
- Children with serious illnesses.
- Children in care.
- Asylum seekers.



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences

Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

Esgeulustod corfforol: Mae gan riant neu ofalwr ddyletswydd i ofalu am anghenion sylfaenol plentyn, sy'n cynnwys darparu bwyd, lloches a dillad, a chadw'r plentyn yn lân ac yn hylan. Methiant i ddiwallu'r anghenion sylfaenol hyn yw esgeulustod corfforol.

Gall yr anallu i ddarparu bwyd i blentyn amlygu ei hun wrth i'r plentyn ymddangos yn denau ac yn newynog neu'n dod i'r ysgol heb gael brecwast, heb becyn bwyd a dim arian i brynu bwyd yn yr ysgol. Gall y canlyniadau fod yn niweidiol iawn; gall diffyg maeth mewn babanod a phlant ifanc achosi niwed parhaol i ddatblygiad yr ymennydd, gan arwain at weithrediad isaf yr ymennydd.

Gall esgeuluso plentyn yn gorfforol arwain at lefelau annigonol o hylendid, neu gallent ddod i'r ysgol ar ddiwrnod oer heb haenau cynnes o ddillad. Gall eu dillad fod heb eu golchi, yn ffitio'n wael neu efallai bod tyllau ynddynt. Gall amgylchedd eu cartref fod yn fudr ac yn anhylan, neu'n oer ac yn llaith.

Mae methu â chadw plentyn yn ddiogel rhag perygl hefyd yn cyfrif fel esgeulustod corfforol. Er enghraifft, pe bai rhiant yn gadael i blentyn ifanc gerdded o amgylch y dref

ar ei ben ei hun, neu pe bai'n ei adael gartref ar ei ben ei hun heb oruchwyliaeth, caiff hyn ei ddosbarthu fel esgeulustod corfforol plentyn.
Esgeulustod meddygol: Cyfrifoldeb rhiant neu ofalwr yw sicrhau bod plentyn yn derbyn gofal iechyd a deintyddol digonol; mae methu â gwneud hynny yn fath o esgeulustod. Er enghraifft, efallai na fydd anafiadau plentyn, problemau iechyd neu broblemau deintyddol yn cael eu trin, neu gall y plentyn ddioddef o salwch a chyflyrau cyson fel briwiau croen, llyngyr neu frech. Gallant fod yn anemig neu bob amser wedi blino, ac efallai na fyddant yn cael y feddyginiaeth sydd ei hangen arnynt ar gyfer cyflwr penodol. Gallant fod yn fach am eu hoedran a gallent lusgo y tu ôl i'w cyfoedion gyda sgiliau llythrennedd a chymdeithasol.
Mae esgeulustod meddygol hefyd yn cynnwys anwybyddu cyngor meddyg neu ddeintydd, gwrthod caniatáu i blentyn gael ei drin a pheidio â mynd â phlant i apwyntiadau arferol fel brechiadau.
Esgeulustod addysgol: Mae amddifadu eich plentyn o addysg yn erbyn y gyfraith, felly os bydd rhiant yn methu ag anfon eu plentyn i'r ysgol, neu'n methu â chymryd camau i atal triwantiaeth, gallent fod yn euog o esgeulustod addysgol.
Fodd bynnag, nid yw'n anghyfreithlon i gymryd plentyn allan o'r ysgol os yw'r rhieni neu ofalwyr yn darparu addysg arall iddynt; hynny yw, eu haddysgu gartref a'u bod wedi dweud wrth ysgol y plentyn am eu bwriadau (a'r cyngor, os yw'r plentyn mewn ysgol anghenion addysgol arbennig).
Gall cynghorau lleol wneud gwiriadau anffurfiol rheolaidd ar rieni sy'n addysgu eu plentyn gartref i sicrhau bod rhieni a gofalwyr yn diwallu anghenion addysgol y plentyn; os bydd y cyngor yn dod o hyd i dystiolaeth o esgeulustod addysgol, gall roi gorchymyn presenoldeb ysgol i rieni.
Esgeulustod emosiynol: Mae gan blentyn anghenion emosiynol yn ogystal â chorfforol ac addysgol, ac os nad yw rhieni a gwarcheidwaid yn bodloni'r gofynion hyn, fe'i gelwir yn esgeulustod emosiynol. Gallai esgeulustod emosiynol olygu nad yw plentyn yn cael cymaint o sylw, ysgogiad neu anwyldeb ag sydd ei angen arno gan riant neu ofalwr, ond gall hefyd fod yn fwy penodol na hynny.
Er enghraifft, gall rhiant neu ofalwr godi ofn ar y plentyn fel mater o drefn, neu ei fychanu, neu ei gloi i ffwrdd heb ryngweithio dynol. Gall esgeulustod emosiynol arwain at broblemau iechyd meddwl hirdymor a gall arwain at broblemau o ran cynnal perthnasoedd iach gyda phartneriaid, ffrindiau neu hyd yn oed eu plant pan fyddant yn oedolion. Yn anffodus, mae esgeulustod emosiynol yn anodd i'w brofi, oherwydd yn aml mae'n air un person yn erbyn un arall.
Cyfeiriad: NSPCC.
Dolen i GWIS esgeulustod. www.highspeedtraining.co.uk/hub/child-neglect-quiz/

English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences
Physical neglect: A parent or carer has a duty to take care of a child's basic needs, which includes providing food, shelter and clothes, and keeping the child clean and hygienic. A failure to meet these basic needs is physical neglect.
The inability to provide a child with food may manifest in the child seeming thin and hungry or coming to school having had no breakfast, with no packed lunch and no money to buy food at school. The consequences can be very harmful; malnourishment

in babies and young children can cause lasting damage to brain development, resulting in lower brain functioning.

The physical neglect of a child may lead to inadequate levels of hygiene, or they could turn up to school on a cold day with no warm layers of clothing. Their clothes may be unwashed, poorly fitting or may have holes. Their home environment may be dirty and unhygienic, or cold and damp.

Failing to keep a child safe from danger also counts as physical neglect. For example, if a parent were to let a young child walk around town on their own, or if they were to leave them home on their own unsupervised, this is classed as physical child neglect.

Medical neglect: It's the responsibility of a parent or carer to ensure that a child receives adequate health and dental care; failure to do so is a form of neglect.

For example, a child's injuries, health issues or dental problems may go untreated, or the child may suffer from repeated illnesses and conditions such as skin sores, ringworm or rashes. They may be anaemic or always tired, and they may not receive the medication they need for a particular condition. They may be small for their age and could lag behind their peers with literacy and social skills.

Medical neglect also includes ignoring the advice of a doctor or dentist, refusing to allow a child to be treated and not taking children to routine appointments such as vaccinations

Educational neglect: Depriving your child of an education is against the law, so if a parent fails to send their child to school, or fails to take action to prevent truancy, they could be guilty of educational neglect.

However, it's not illegal to take a child out of school if the parents or carers are providing them with an alternative education; that is, teaching them at home and having told the child's school of their intentions (and the council, if the child is in a special educational needs school).

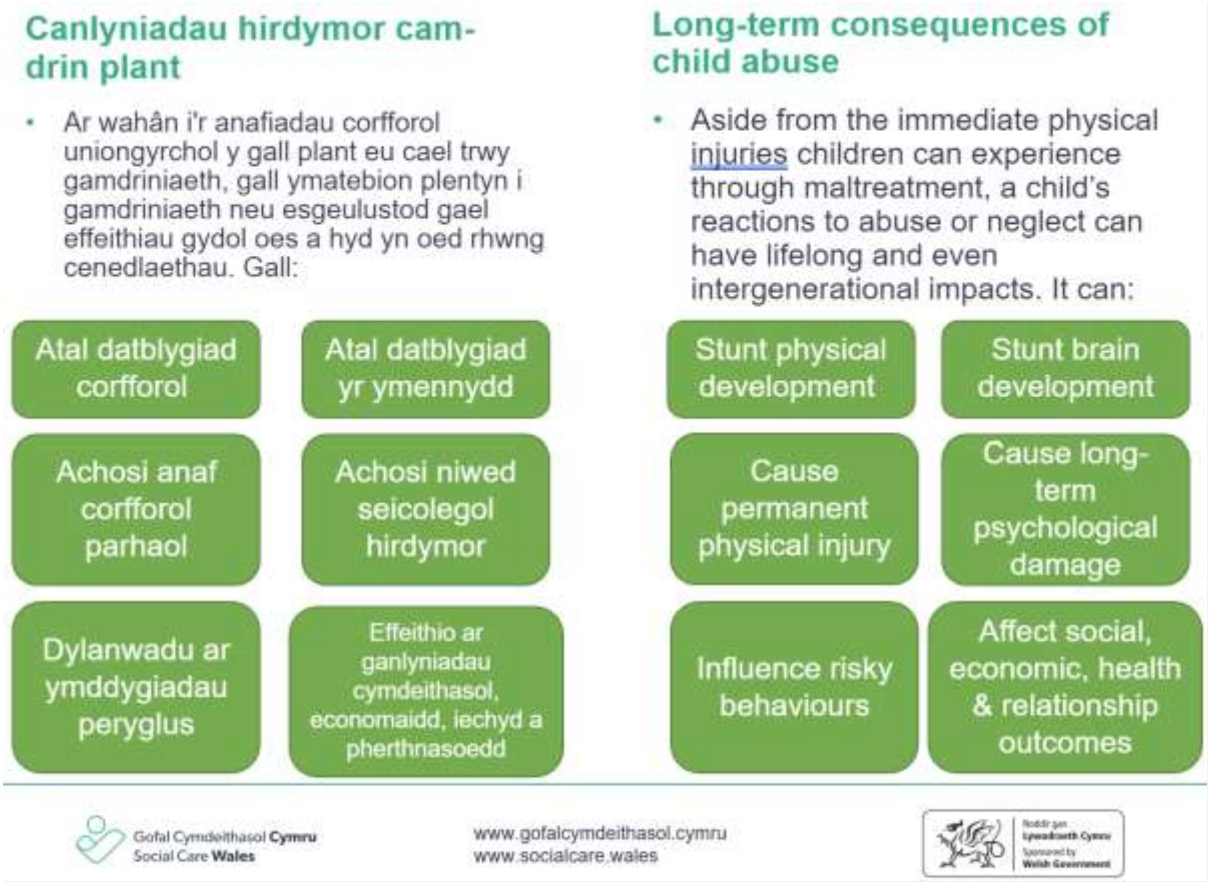
Local councils may make regular informal checks on parents who are homeschooling their child to ensure that parents and carers are meeting the child's educational needs; if the council finds evidence of educational neglect, they can issue parents with a school attendance order.

Emotional neglect: A child has emotional needs as well as physical and educational, and if parents and guardians don't meet these requirements, it's known as emotional neglect. Emotional neglect could mean that a child isn't getting the amount of attention, stimulation or affection that they need from a parent or carer, but it can also be more calculated than that.

For instance, a parent or carer may routinely scare the child, or humiliate them, or lock them away without human interaction. Emotional neglect can result in long-lasting mental health problems and can lead to issues maintaining healthy relationships with partners, friends or even their children when they reach adulthood. Unfortunately, emotional neglect is tough to prove, because it's often one person's word against another.

Reference: NSPCC.

Link to neglect QUIZ. www.highspeedtraining.co.uk/hub/child-neglect-quiz/



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

Adnodd Hanfodol: https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf

Gall y canlyniadau hyn fod yn annibynnol ar ei gilydd, ond gallant hefyd fod yn rhyngberthynol. Er enghraifft, gall cam-drin neu esgeulustod atal datblygiad corfforol ymennydd y plentyn ac arwain at broblemau seicolegol, megis hunan-barch isel, a allai arwain yn ddiweddarach at ymddygiadau risg uchel, megis defnyddio sylweddau. Gall y canlyniadau ar gyfer pob plentyn amrywio'n fawr a chael eu heffeithio gan gyfuniad o ffactorau, gan gynnwys oedran a statws datblygiadol y plentyn pan ddigwyddodd y cam-drin; math, amlder, hyd, a difrifoldeb y cam-drin; a'r berthynas rhwng y plentyn a'r troseddwr. Yn ogystal, mae plant sy'n cael eu cam-drin yn aml yn cael eu heffeithio gan brofiadau niweidiol eraill (e.e. rhieni yn defnyddio sylweddau, trais domestig, tlodi), a all ei gwneud hi'n anodd gwahanu effeithiau unigryw cam-drin (Rosen, Handley, Cicchetti, & Rogosch, 2018).

Llai o weithrediad gweithredol a sgiliau gwybyddol. Gall tarfu ar ddatblygiad yr ymennydd o ganlyniad i gamdriniaeth achosi namau i swyddogaethau gweithredol yr ymennydd: cof gweithio, hunanreolaeth, a hyblygrwydd gwybyddol (hy, y gallu i edrych ar bethau a sefyllfaoedd o wahanol safbwyntiau) (Kavanaugh, Dupont-Frechette, Jerskey, & Holler, 2016). Mae plant a gafodd eu cam-drin hefyd mewn perygl

o gael problemau gwybyddol eraill, gan gynnwys anawsterau dysgu a thalu sylw (Bick & Nelson, 2016).

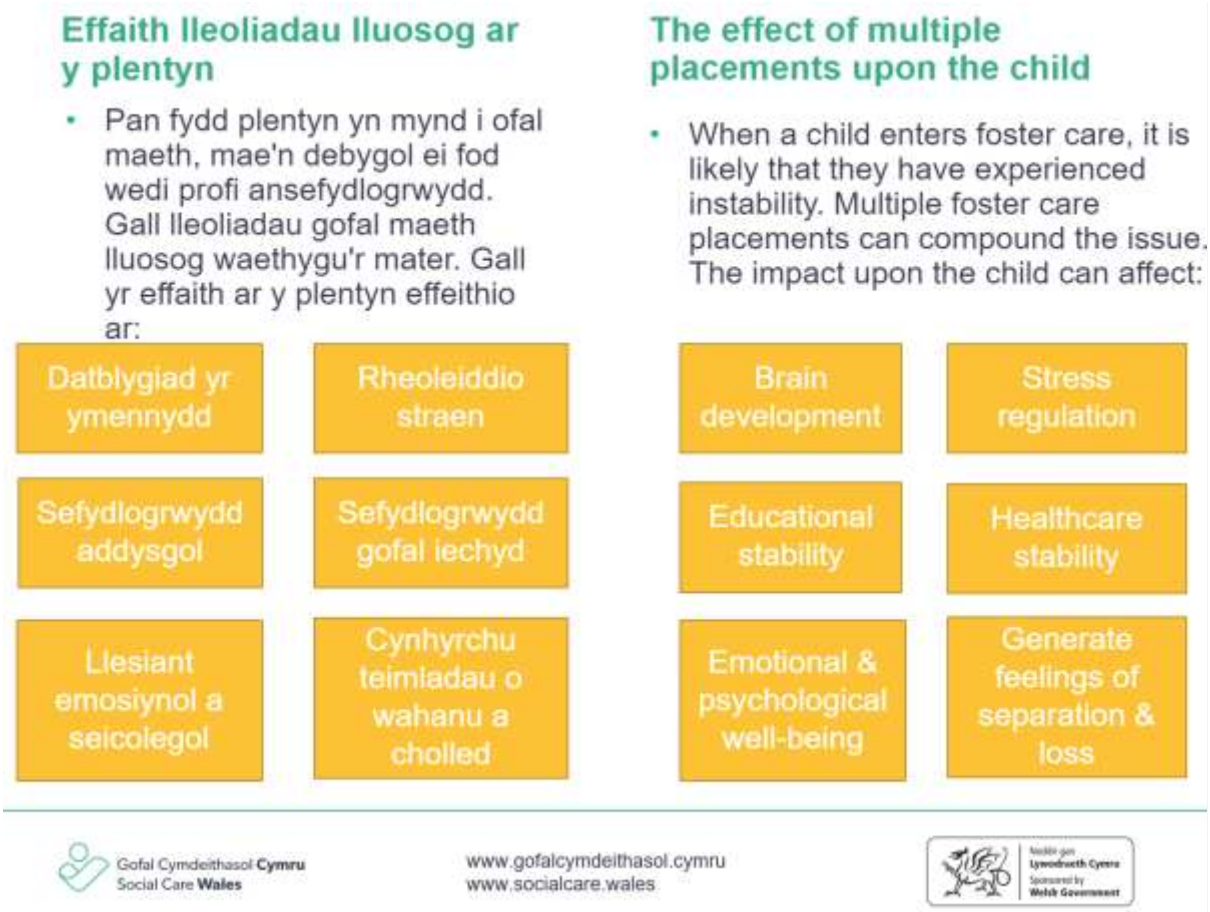
English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences

Essential Resource:
https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf

These consequences may be independent of each other, but they also may be interrelated. For example, abuse or neglect may stunt physical development of the child's brain and lead to psychological problems, such as low self-esteem, which could later lead to high-risk behaviors, such as substance use. The outcomes for each child may vary widely and are affected by a combination of factors, including the child's age and developmental status when the maltreatment occurred; the type, frequency, duration, and severity of the maltreatment; and the relationship between the child and the perpetrator. Additionally, children who experience maltreatment often are affected by other adverse experiences (e.g., parental substance use, domestic violence, poverty), which can make it difficult to separate the unique effects of maltreatment (Rosen, Handley, Cicchetti, & Rogosch, 2018).

Diminished executive functioning and cognitive skills. Disrupted brain development as a result of maltreatment can cause impairments to the brain's executive functions: working memory, self-control, and cognitive flexibility (i.e., the ability to look at things and situations from different perspectives) (Kavanaugh, Dupont-Frechette, Jerskey, & Holler, 2016). Children who were maltreated also are at risk for other cognitive problems, including difficulties learning and paying attention (Bick & Nelson, 2016).



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.9: Yr ystod o ddosbarthiadau ymlyniad a sut mae'r rhain yn gysylltiedig â phrofiadau bywyd

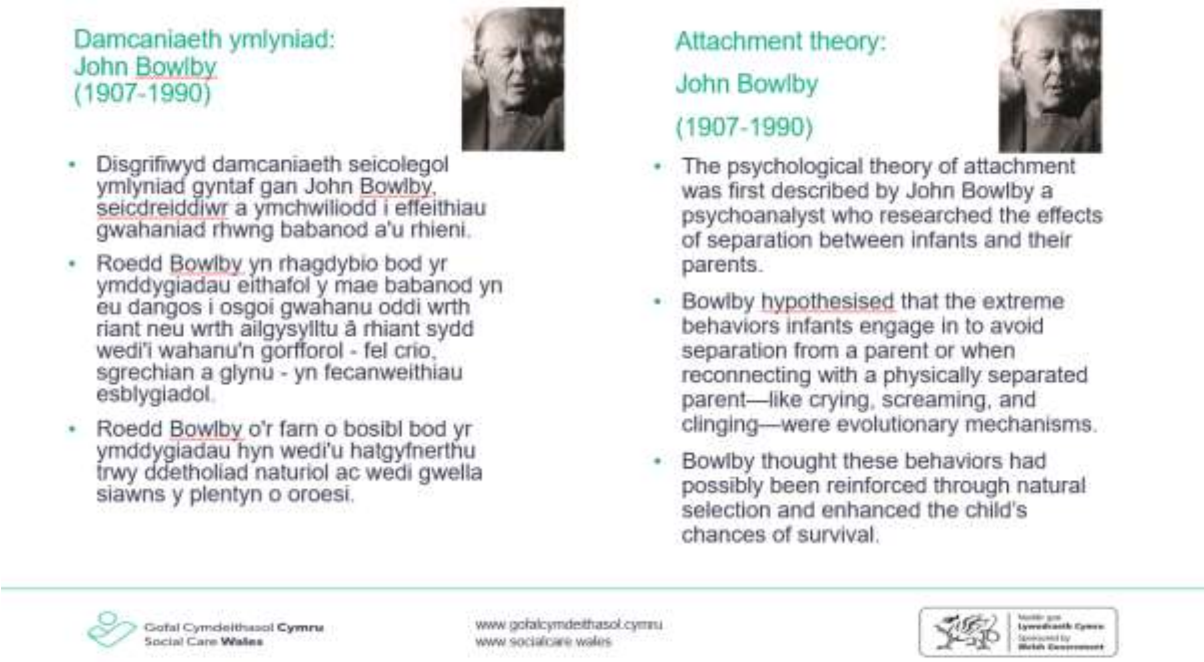
- Mae tarfu ar **ddatblygiad yr ymennydd** o ganlyniad i gamdriniaeth yn gallu achosi namau i swyddogaethau gweithredol yr ymennydd: cof gweithio, hunanreolaeth, a hyblygrwydd gwybyddol (hy, y gallu i edrych ar bethau a sefyllfaoedd o wahanol safbwyntiau) (Kavanaugh, Dupont-Frechette, Jerskey, a Holler , 2016). Mae plant a gafodd eu cam-drin hefyd mewn perygl o gael problemau gwybyddol eraill, gan gynnwys anawsterau dysgu a thalu sylw (Bick & Nelson, 2016).
- Mae plant a phobl ifanc sy'n cael eu tynnu oddi wrth eu teulu yn dioddef arwahanrwydd a theimladau o golled, hyd yn oed os ydynt wedi cael eu cam-drin. Mae'r teimladau hyn yn cael eu dwysáu pan fyddant yn profi lleoliadau lluosog (Schofield a Beek, 2005). Mae ansefydlogrwydd lleoliad yn lleihau cyfleoedd plentyn i ddatblygu ymlyniadau diogel. Gall hefyd waethygu unrhyw anawsterau ymddygiadol ac emosiynol sy’n bodoli eisoes (Schofield a Beek, 2005), gan ei gwneud yn anos i blant sefydlu perthnasoedd â gofalwyr a chyfrannu at fethiant lleoliad pellach a gwrthodiad (Munro a Hardy, 2006).
- Gall babanod mewn gofal maeth sydd wedi profi cam-drin ac yna amhariadau wrth roi gofal cynnar ddatblygu anhwylderau ymlyniad. Gall

anhwylderau ymlyniad effeithio'n negyddol ar allu plentyn i ffurfio perthnasoedd cadarnhaol â chyfoedion, rhai cymdeithasol a rhamantus yn ddiweddarach mewn bywyd (Doyle & Cicchetti, 2017). Yn ogystal, mae plant sy'n cael eu cam-drin neu eu hesgeuluso yn fwy tebygol o ddatblygu nodweddion gwrthgymdeithasol wrth iddynt dyfu i fyny, a all arwain at ymddygiad troseddol pan fyddant yn oedolion.

English

Slide relates to AC 2.9: The range of attachment classifications and how these are connected to life experiences

- Disrupted **brain development** as a result of maltreatment can cause impairments to the brain's executive functions: working memory, self-control, and cognitive flexibility (i.e., the ability to look at things and situations from different perspectives) (Kavanaugh, Dupont-Frechette, Jerskey, & Holler, 2016). Children who were maltreated also are at risk for other cognitive problems, including difficulties learning and paying attention (Bick & Nelson, 2016).
- Children and young people who are removed from their family suffer separation and feelings of loss, even if they have been maltreated. These feelings are compounded when they experience multiple placements (Schofield and Beek, 2005). Placement instability reduces a child's opportunities to develop secure attachments. It may also exacerbate any existing behavioural and emotional difficulties (Schofield and Beek, 2005), making it more difficult for children to establish relationships with carers and contributing to further placement breakdown and rejection (Munro and Hardy, 2006).
- Infants in foster care who have experienced maltreatment followed by disruptions in early caregiving can develop attachment disorders. Attachment disorders can negatively affect a child's ability to form positive peer, social, and romantic relationships later in life (Doyle & Cicchetti, 2017). Additionally, children who experience abuse or neglect are more likely to develop antisocial traits as they grow up, which can lead to criminal behavior in adulthood.



Facilitator notes

Welsh

Sleid yn ymwneud ag AC 2.10: Damcaniaethau ymlyniad a'u pwysigrwydd ar gyfer: • cefnogi gwytnwch, llesiant a datblygiad cyfannol plant a phobl ifanc • deall effaith bosibl anawsterau ymlyniad ar unigolion trwy gydol eu bywyd, y ffordd y maent yn gweithredu mewn cymdeithas, yn ffurfio perthnasoedd ac yn ymateb i eraill

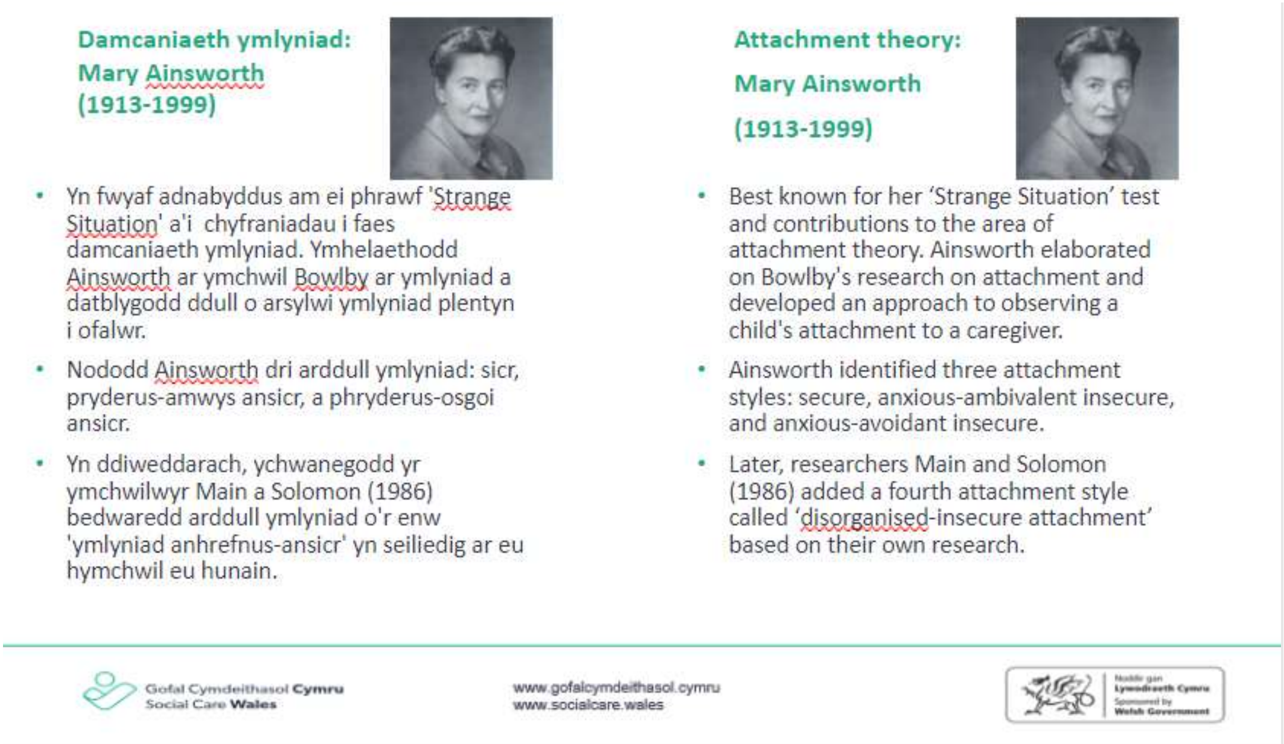
Trwy ei waith gyda phlant, datblygodd Bowlby gred gref yn effaith profiadau teuluol ar lesiant emosiynol ac ymddygiadol plant.
Yn gynnar yn ei yrfa, cynigiodd Bowlby y dylai seicdreiddiwyr sy'n gweithio gyda phlant gymryd persbectif cyfannol, gan ystyried amgylcheddau byw plant, teuluoedd, a phrofiadau eraill yn ogystal ag unrhyw ymddygiadau a arddangosir gan y plant eu hunain.
Tyfodd y syniad hwn yn strategaeth o helpu plant trwy helpu eu rhieni, strategaeth effeithiol ar y cyfan o ystyried pwysigrwydd perthynas y plentyn â'i rieni (neu ofalwyr eraill).

English

Slide relates to AC 2.10: Attachment theories and their importance for: • supporting the resilience, well-being and holistic development of children and young people • understanding the potential impact of attachment difficulties on individuals throughout their life course, the way that they function in society, form relationships and react to others

Through his work with children, Bowlby developed a strong belief in the impact of family experiences on children’s emotional and behavioral well-being.

Early on in his career, Bowlby proposed that psychoanalysts working with children should take a holistic perspective, considering children’s living environments, families, and other experiences in addition to any behaviors exhibited by the children themselves.
This idea grew into a strategy of helping children by helping their parents, a generally effective strategy given the importance of the child’s relationships with their parents (or other caregivers).



Facilitator notes

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Damcaniaeth ymlyniad: Dollard a Miller (1950)

- Awgrymodd Dollard a Miller fod ymlyniad yn dod yn ymddygiad dysgedig a geir trwy gyflyru clasurol (ymateb i ysgogiadau) a gweithredol (cysylltiad rhwng ymddygiad a chanlyniad).
- Mae damcaniaeth dysgu ymlyniad yn cynnwys pedair proses: ysgogiad, ciw, ymateb ac atgyfnerthu.

Attachment theory: Dollard and Miller (1950)

- Dollard and Miller suggested that attachment becomes a learned behavior acquired through classical (response to stimuli) and operant conditioning (association between behaviour and consequence).
- The learning theory of attachment consists of four processes: drive, cue, response and reinforcement.

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Welsh

Sleid yn ymwneud ag AC 2.10: Damcaniaethau ymlyniad a'u pwysigrwydd ar gyfer: · cefnogi gwytnwch, llesiant a datblygiad cyfannol plant a phobl ifanc · deall effaith bosibl anawsterau ymlyniad ar unigolion trwy gydol eu bywyd, y ffordd y maent yn gweithredu mewn cymdeithas, yn ffurfio perthnasoedd ac yn ymateb i eraill

- Awgrymodd Dollard a Miller fod ymlyniad yn dod yn ymddygiad dysgedig a geir trwy gyflyru clasurol a gweithredol. Dywedodd damcaniaeth dysgu ymlyniad Dollard a Miller mai'r rheswm dros ymlyniad rhwng y plentyn a'r fam oedd oherwydd bod y fam yn bwydo'r baban ac nid oherwydd cysylltiad emosiynol dwys a pharhaus, fel y disgrifiwyd gan Bowlby a Robertson. Awgrymodd Dollard a Miller fod babanod yn cael eu geni heb reolau ar gyfer prosesu gwybodaeth, a bod gwybodaeth yn cael ei hychwanegu a bod rheolau ar gyfer prosesu yn cael eu ffurfio gan brofiadau synhwyraidd. Felly, er mwyn i ymlyniad ddigwydd, caiff ymddygiadau eu dysgu yn hytrach na bod yn gynhenid. Mae damcaniaeth dysgu ymlyniad yn cynnwys pedair proses: ysgogiad, ciw, ymateb ac atgyfnerthu. Anogaethau cynhenid, a bennir yn fiolegol i gyrraedd nodau neu ddiwallu anghenion yw ysfeydd. Maent yn cynhyrchu anghysur sy'n cymell bodau dynol i weithredu wrth ddod ar draws ciw. Mae ciw yn unrhyw beth sy'n gweithredu fel signal, gan sbarduno ymateb ymddygiadol i leihau'r ysfa. Po fwyaf y bydd plentyn yn llwyddo i leihau'r ysfa, y mwyaf tebygol yw hi y disgwylir i'r ymateb i'r ciw ddigwydd.
- Yn ôl Dollard a Miller, y sail ar gyfer dysgu ymlyniadau yw darparu bwyd. Cyn dysgu ymlyniad, mae cyflyru clasurol a gweithredol yn digwydd. Mewn

cyflyru clasurol mae baban yn ennill pleser trwy gael ei fwydo. Yr ysgogiad heb ei gyflyru yw bwyd a'r ymateb heb ei gyflyru yw pleser, sy'n cyfeirio at ymateb dysgedig i'r ysgogiadau niwtral blaenorol. Pan fydd y baban yn cael ei fwydo, mae'n dechrau cysylltu'r person sy'n darparu'r bwyd â'r bwyd ei hun. Y prif ofalwr sy'n darparu bwyd yw'r ysgogiad niwtral i ddechrau. Yn gynyddol, mae'r prif ofalwr yn dod yn ysgogiad heb ei gyflyru wrth i'r baban ei gysylltu â bwyd. Dysgir ymlyniad pan fydd y baban yn cael pleser ym mhresenoldeb y gofalwr sylfaenol, ac ar yr adeg honno, daw'r prif ofalwr yn ysgogiad wedi'i gyflyru a phleser yw'r ymateb wedi'i gyflyru. Ystyrir felly fod y baban yn ffurfio ymlyniad â phwy bynnag sy'n ei fwydo. Yn ystod cyflyru gweithredol, rhaid atgyfnerthu ymddygiad er mwyn ei gynnal. Mae hyn yn gofyn am ymatebion lluosog i ddod o hyd i'r un sydd fwyaf addas i fodloni'r ysfeydd. Mae babanod yn crio pan fyddant yn newynog, gan achosi i'w mam ddarparu bwyd, enghraifft o atgyfnerthiad sylfaenol. Ar yr un pryd, efallai y byddant yn teimlo'r cysur a'r cysylltiad â'u mam, gan achosi atgyfnerthiad eilaidd. Pan fydd y baban yn teimlo cyflwr anghyfforddus, bydd y gofalwr yn gweithredu ar ei gysuro. Bydd bwyd yn cysuro'r baban ac, o ganlyniad, bydd crio yn cael ei ddysgu trwy atgyfnerthiad negyddol a fyddai'n arwain at leihau ysfa. Oherwydd yr aflonyddwch cychwynnol i lefel homeostasis y plentyn, datblygwyd ysfa i ddiwallu'r angen penodol hwnnw, megis cael ei fwydo, a dod â'r plentyn i lefel o ymlacio. Wrth i amser fynd yn ei flaen, mae'r plentyn yn cysylltu'r pleser o deimlo'n gyfforddus trwy gael ei fwydo gyda'r prif ofalwr.

•

<u>English</u>

Slide relates to AC 2.10: Attachment theories and their importance for: · supporting the resilience, well-being and holistic development of children and young people · understanding the potential impact of attachment difficulties on individuals throughout their life course, the way that they function in society, form relationships and react to others

- Dollard and Miller suggested that attachment becomes a learned behavior acquired through classical and operant conditioning. Dollard and Miller’s learning theory of attachment stated that the cause for attachment between the child and the mother was because the mother fed the infant and not due to a profound and enduring emotional connection, as described by Bowlby and Robertson. Dollard and Miller suggested that infants are born without rules for processing information, and that information is added and rules for processing are formed by sensory experiences. Therefore, for attachment to occur, behaviors are learned rather than innate. The learning theory of attachment consists of four processes: drive, cue, response and reinforcement. Drives are innate, biologically determined urges to attain goals or satisfy needs. They produce discomfort that impels humans to act when encountering a cue. A cue is anything that serves as a signal, triggering a behavioral response to reduce the drive. The more a child becomes successful at reducing the drive, the more likely the response to the cue is expected to occur.
- According to Dollard and Miller, the basis for the learning of attachments is the provision of food. Before attachment is learned, classical and operant

conditioning occur. In classical conditioning an infant gains pleasure by being fed. The unconditioned stimulus is food and the unconditioned response is pleasure, which refers to a learned response to the previously neutral stimuli. When the infant is being fed, it begins to associate the person providing the food with the food itself. The primary caregiver providing food is initially the neutral stimulus. Progressively, the primary caregiver becomes the unconditioned stimulus as the infant associates him/her with food. Attachment is learned when the infant gains pleasure in the presence of the primary caregiver, at which point, the primary caregiver becomes the conditioned stimulus and pleasure becomes the conditioned response. The infant therefore is regarded to form an attachment with whomever feeds it. During operant conditioning, a behavior must be reinforced in order to be maintained. This requires multiple responses to find the one that is best suited to satisfy the drives. Infants cry when they are hungry, causing their mother to provide food, an example of a primary reinforcement. At the same time, they may feel the comfort and connection with their mother, causing a secondary reinforcement. When the infant perceives an uncomfortable state, the caregiver will act upon comforting it. Food will comfort the infant and, as a result, crying will be learned through negative reinforcement which would result in drive reduction. Because there was initial disturbance to the child's level of homeostasis, a drive was developed to fulfill that specific need, such as being fed, and bring the child to a level of relaxation. As time progresses, the child associates the pleasure of feeling comfortable by being fed with the primary caregiver.